

Reporting the Academic Performance Index Growth and Awards for 2001–2002 to Staff and Parents

Communications Assistance Packet



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prepared by the
**Policy and Evaluation Division
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INTRODUCTION

The Public Schools Accountability Act (PSAA), signed into law in April 1999, authorized the creation of a new accountability system for California public schools. The PSAA has three main components: the Academic Performance Index (API), the Immediate Intervention/Underperforming Schools Program (II/USP), and the Governor's Performance Award (GPA) program.

Growth in the API is the central focus of the PSAA. In January 2002, schools received their 2001 API results that serve as the base for the third reporting cycle. In October 2002, schools receive their 2001–2002 API growth results, completing the third reporting cycle. These results determine if a school is eligible for awards or interventions.

A solid understanding of each school's annual API growth report requires the active involvement of teachers, students, parents, guardians, and community members. As these key stakeholders build their knowledge and understanding of this school accountability system, they clarify their roles in helping all students reach their academic goals.

The Communications Assistance Packet, "Reporting the Academic Performance Index Growth and Awards for 2001–2002 to Staff and Parents," is designed to help districts and schools provide information and answer questions about the PSAA and 2001–2002 API results. The packet includes questions and answers for teachers and parents, sample letters, talking points for principals, a sample school/home newsletter insert and parent brochure master, graphic displays and worksheets for calculating the 2001–2002 API Growth, and sample API Internet reports. These materials should be shared with district and school leaders who work with staffs, parents, students, and community leaders.

Teacher Information about PSAA

District and school employees, particularly teachers, are key to the success of this major school improvement effort. Teachers play a major role in continuing to develop instructional programs to improve academic achievement. In addition, parents and community members turn to teachers for answers to their questions or concerns. Activities to help teachers prepare for their role as key communicators could include:

- Schedule staff information sessions to prepare teachers and identified support staff for answering general questions about PSAA and the 2001–2002 API Growth reports, awards, and interventions. Staff members also will be asked when, where, and how parents are to receive information.
- Explain to teachers when and what results will be placed on the Web site to prepare them for questions they may receive from parents and other community members. Provide teachers and support staff with all the information materials that parents receive.
- Plan a schoolwide event to "celebrate success" if growth targets for the school and its significant subgroups of students are met.

Informing Parents

Schools and/or districts need to provide a variety of opportunities for sharing information with parents. Suggested activities include:

- Plan at least one meeting with parents when the 2001–2002 Growth API results are released. Show what the reports look like and explain the types of information included and how results are to be used.
- Involve parents and community leaders in the “celebrate success” event if the school’s growth targets are met.
- Include information about the PSAA and the 2001–2002 Growth API results in school/home newsletters to announce coming results, explain their significance, and restate plans for improving student achievement.
- Establish a plan for meeting school targets during the next API reporting cycle if the 2001–2002 Growth targets are not met. Work with parent leaders to share the plan with all parents.
- Provide special information sessions or materials for parents who may need assistance in English. (Selected sections of this assistance packet are also available in Spanish.)

Student Communications

Students need to have an understanding of the 2001–2002 Growth API and what it means for their school. Information activities for students might include:

- Inform student leaders about how and when school API results are to be reported, what they mean, and how they are to be used.
- Schedule student information sessions in each homeroom when the 2001–2002 Growth API results are released. Prepare “answers to student questions” information for student newspapers.
- Provide translations about the API results for students who may need assistance in English.
- Involve students in the “celebrate success” event if growth targets are met.
- Prior to annual state testing, distribute STAR information to students that encourages them to do their best.

UPDATE ON THE PSAA

The Public Schools Accountability Act of 1999 (PSAA) was enacted into law in April 1999 (Chapter 3 of 1999). It has three main components: the Academic Performance Index (API), the Immediate Intervention/Underperforming Schools Program (II/USP), and the Governor's Performance Award (GPA) program. The PSAA also calls for an Alternative Accountability System for non-traditional schools.

This update provides information about the following topics related to the PSAA:

- Academic Performance Index (API)
- Immediate Intervention/Underperforming Schools Program (II/USP)
- High Priority Schools Grant Program (HPSG)
- Comprehensive School Reform (CSR)
- API School Awards Programs
 - Governor's Performance Awards (GPA)
 - Certificated Staff Performance Incentive Act
- API Teacher Awards Programs
 - Extra Credit Teacher Home Purchase Program
 - Teaching As A Priority (TAP) Program
- Alternative Accountability System
 - Alternative Schools Accountability Model (ASAM)
 - Special Education Schools and Centers Model
- Recent API Legislation

Academic Performance Index (API)

- The 2002 API for growth is a numeric index (or score) between 200 and 1000, reflecting a school's performance on two types of student assessments that were part of the 2002 Standardized Testing and Reporting (STAR) Program: (1) the Stanford 9 (all content areas) and (2) the California Standards Test in English-Language Arts (CST ELA).
- Other performance indicators will be added to the API when data are available (see "API Reporting Cycles" on page 17). These additional indicators will include CSTs in other content areas, the California High School Exit Examination (CAHSEE), and graduation and attendance rates. The law requires that test results constitute at least 60 percent of the API.
- The 2002 API Growth is calculated in exactly the same fashion with exactly the same components and weights as the 2001 API Base. In calculating the 2001 API Base and 2002 API Growth for grades 2–8, the Stanford 9 received 64 percent of the weight, and the CST ELA received 36 percent of the weight. For grades 9–11, the Stanford 9 received 76 percent of the weight, and the CST ELA received 24 percent of the weight.

- Schools receiving a “base” API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest). A school’s base API score and ranking are compared to schools statewide and to schools with similar demographic characteristics.
- Schools receiving a base API and a growth API also receive API scores for each numerically significant ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are set for the school as a whole and for each numerically significant subgroup.
- The 2002 API Growth reflects growth in the API from 2001 to 2002 and determines whether a school meets its 2001–2002 growth target.
- The annual growth target for a school is five percent of the distance between a school’s API and the statewide performance target of 800. For any school with an API below 800, the minimum growth target is at least one point. Any school with an API of 800 or more must maintain an API of at least 800 in order to meet its growth target. In most cases, the growth target for each numerically significant subgroup is 80 percent of the schoolwide target.
- The 2001–2002 API Growth reports are provided for all schools in the main API system, for schools in the Alternative Schools Accountability Model that opt into the main API system, and for small schools with between 11 and 99 valid STAR test scores (see “Main API System and Alternative Accountability System” on page 20).
- The 2001–2002 API Growth reports provided in October 2002 include each school’s 2002 STAR percent tested, 2001 API Base score, 2002 API Growth score, 2001–2002 growth target and growth, whether growth targets were met, and the school’s eligibility for the Governor’s Performance Award (GPA) program. An API and growth report for each numerically significant subgroup in the school also are included.
- The 2001–2002 API Growth results are scheduled to be posted on the California Department of Education (CDE) API Web site at <http://api.cde.ca.gov> on October 17, 2002.
- Schools must report API results in their local School Accountability Report Cards annually. Each school district’s governing board also must discuss the API results and school rankings at their next regularly scheduled public meeting, following the annual publication of the API.
- Generally, API results are reported twice a year: (1) base year reports each January or February and (2) growth reports each fall.

Immediate Intervention/Underperforming Schools Program (II/USP)

- The PSAA includes the Immediate Intervention/Underperforming Schools Program (II/USP), which offers financial support to schools in need of academic improvement based on the API. In its first year of funding, the II/USP provided \$96 million to support a first cohort of 430 schools that volunteered and were selected based on the school's scoring in the bottom half of the statewide distribution on the Stanford 9 for both 1998 and 1999. In its second year, II/USP provided implementation funding for the first cohort and \$21.5 million to support planning for a second cohort of 430 schools based on 1999–2000 API Growth. In its third year, II/USP provided implementation funding for the first and second cohorts and \$21.5 million to support planning for a third cohort of 430 schools based on 2000–2001 API Growth.
- For the 2002–2003 school year, \$186 million is available to support the existing three cohorts in the II/USP. No funding is available for a new fourth II/USP cohort based on 2001–2002 API Growth.
- Eligibility for selection in II/USP is: (1) The school places in the lower five deciles of the API Base statewide rank, and (2) the school does not meet its annual API growth targets.
- Under the II/USP, schools are required to write an action plan to improve academically. They receive financial assistance to implement the plan.
- Schools already in the II/USP that continue to fall below their targets or do not show significant growth will be subject to local interventions or eventually to state sanctions (see “Immediate Intervention/Underperforming Schools Program (II/USP) Cohorts” on page 9).

High Priority Schools Grant Program (HPSG)

- Assembly Bill 961 (Chapter 747 of 2001) established the High Priority Schools Grant (HPSG) program for low performing schools. This program offers additional resources to the lowest performing schools in the state to raise student achievement. It is a voluntary program for schools in the lowest deciles of the API. Schools that participate in this program also are included in the II/USP. Participating schools receive up to \$200 per enrolled student of HPSG and up to \$200 per enrolled student of II/USP. HPSG schools are eligible to submit a competitive application for the Comprehensive School Reform (CSR) program.
- For the 2002–2003 school year, \$217 million is available in the 2002–2003 fiscal year to support schools in deciles 1 through 5 based on the 2000 API Base. Of the total amount available, \$197 million is in the process of being awarded to 575 schools that already have volunteered for implementation grants. The remaining \$20 million is

scheduled to fund an additional 100+ schools for the 2002–2003 school year. It is anticipated that HPSG funding based on the 2001 API Base would be appropriated in the 2003–2004 fiscal year.

- Under HPSG, schools are required to assemble an action plan team to write an action plan targeted at raising the academic performance of students. The action plan team must include school district personnel, school site personnel, school site council representation, and collective bargaining representation. Schools participating in HPSG that do not meet their growth targets or do not show significant growth may be subject to local interventions and/or state sanctions.

Comprehensive School Reform Program (CSR)

- Comprehensive School Reform (CSR) is a federally-funded program that began in 1998 and was recently authorized as Title I, Part F of the Elementary and Secondary Education Act, which was signed into law on January 8, 2002. The CSR offers schools and districts the opportunity to implement schoolwide research-based reform strategies to increase student achievement. Formerly known as the Comprehensive School Reform Demonstration Program (CSRD), the program was renamed with the passage of the federal No Child Left Behind Act of 2001.
- Similar to II/USP, CSR also supports schools in need of improvement based on the API. Eligibility criteria for selection in CSR is the same as that for II/USP: (1) The school places in the lower five deciles of the API Base statewide rank, and (2) the school does not meet its annual API growth targets.
- Schools eligible to apply for new CSR funding for the 2002–2003 school year will be announced in late fall 2002.

API School Awards Programs

- The PSAA includes the Governor's Performance Award (GPA) program, an awards program for schools that show improvement based on the API. In its first year of funding, the GPA provided \$227 million to eligible schools based on 1999–2000 API Growth. In its second year, it provided \$144 million to eligible schools based on 2000–2001 API Growth.
- Due to budget constraints, GPA funding for eligible schools based on 2001–2002 API Growth was not appropriated in the 2002–2003 state budget. However, funding may be appropriated in a subsequent fiscal year. In the event of possible funding in the future, the 2001–2002 API Growth reports include information about schools' eligibility for the GPA program.

- An additional award program based on the API was enacted subsequent to the PSAA. The Certificated Staff Performance Incentive Act award was enacted in 1999 and allows for awards to certificated staff in lower-performing schools that show significant improvement beyond the API growth target. Funding of \$100 million for these awards based on 1999–2000 API Growth was appropriated in the first year of the program. Since that time, funds have not been appropriated in the state budget. Consequently, funding for the Certificated Staff Performance Incentive Act awards based on 2001–2002 API Growth is not appropriated in the 2002–2003 state budget. Funding may be appropriated in the subsequent state budget, and, if so, school eligibility and allocations will be determined at that time.
- More information about the school awards programs based on the API is provided in “Past and Current Status of API Award Apportionments” on page 10.

API Teacher Awards Programs

- Since 2000, the Extra Credit Home Purchase Program has allocated over \$280 million to help attract qualified teachers, administrators, and other professional staff members who commit to serve in designated lower-performing schools for three years. Program participants receive tax credits or reduced interest rate home loans. The Extra Credit Program is available to credentialed teachers and administrators who commit to work in a school ranked in the bottom 50 percent statewide, based on the most recent Base API (i.e., schools with Base APIs in statewide deciles 1 through 5). The program also is available to other qualified professionals (including, but not limited to school nurses, psychologists, and counselors) who serve in a school district in which at least half of the schools are ranked in Base API statewide deciles 1 through 5. In addition, teachers, administrators, and other professionals at various types of alternative schools may be eligible for the program. For more information, contact the State Treasurer’s Office at (916) 653-3255 or (213) 620-4467, or visit the program’s Web site at <http://www.treasurer.ca.gov/csfa/extracredit/extracredit.htm>.
- The Teaching As A Priority (TAP) Program will provide \$88.65 million for school districts during fiscal year 2002–2003 for incentives to recruit and retain fully-credentialed teachers at low-performing schools. Low-performing schools are defined as schools with Base API rankings in statewide deciles 1 through 5. During the first year of the funded program, fiscal year 2000–2001, \$118.65 million was appropriated. Funding for fiscal year 2001–2002 was suspended due to State budget cuts. Funding varies by enrollment and API rankings. Schools with API rankings in deciles 1 through 3 receive one and one half times the funding as schools with API rankings in statewide deciles 4 through 5. For information, contact the Curriculum Leadership Unit of the CDE at (916) 323-5505 or visit the CDE Web site at www.cde.ca.gov/funding.

Alternative Accountability System

- The State Board of Education (SBE) in July 2000 approved the framework for an Alternative Accountability System comprised of three models to be implemented over a three-year period: (1) Small Schools Model for schools that serve traditional populations but have between 11 and 99 valid test scores; (2) Special Education Schools and Centers Model; and (3) Alternative Schools Accountability Model (ASAM) for alternative schools serving a majority of high-risk students including continuation schools, opportunity schools, community day schools, and county court and community schools. Very small schools with fewer than 11 valid test scores are also in the third model.
- With the enactment of Assembly Bill 1295 (Chapter 887 of 2001), the Small Schools Model became part of the Main Accountability System. In January 2001, schools in this model received a 2000 API Base with an asterisk to designate the larger statistical uncertainty of an API based on fewer than 100 valid test scores. These schools received schoolwide and subgroup growth targets for 2001–2002. The 2001–2002 API Growth report includes these schools in the Main API system.
- Schools in the Special Education Schools and Centers Model are held accountable through the Individualized Education Program (IEP) and Quality Assurance System. Additional accountability measures are not proposed at this time for schools in this model.
- In September 2001, schools in the ASAM selected two performance indicators in addition to STAR. These schools reported baseline data on the selected indicators for the 2001–2002 school year in July 2002.
- For the 2002–2003 school year, schools in the ASAM will collect second-year data on their selected indicators and report these data in July 2003.

Recent API Legislation

- Senate Bill 1310 (Chapter 1035 of 2002) requires several substantive changes to the Public School Accountability Act (PSAA) related to the implementation of sanctions on schools within the II/USP. In addition, the bill also will increase the number of student scores in the API by including in the API the test scores of pupils who were counted as part of a school district's enrollment in the October California Basic Educational Data System's data collection for the current fiscal year and were continuously enrolled during that year.

IMMEDIATE INTERVENTION/UNDERPERFORMING SCHOOLS PROGRAM (II/USP) COHORTS

		School Year					
		1999–2000	2000–2001	2001–2002	2002–2003	2003–2004	2004–2005
Cohort 1	Selected for II/USP–Planning Year/ Action Plan approval	First year Action Plan implementation	Second year Action Plan implementation	Third year Action Plan implementation			
			Fall 2001 API Growth	Fall 2002 API Growth			
			Meets all targets: Continue Some growth: Continue Negative or no growth: Continue + local sanctions	Meets all targets each of two years: Exit II/USP Any growth one or both of two years: Continue Negative or no growth each of two years: State sanctions			
Cohort 2	Selected for II/USP–Planning Year/ Action Plan approval	First year Action Plan implementation	Second year Action Plan implementation	Third year Action Plan implementation			
			Fall 2002 API Growth	Fall 2003 API Growth			
			Meets all targets: Continue Some growth: Continue Negative or no growth: Continue + local sanctions	Meets all targets each of two years: Exit II/USP Any growth one or both of two years: Continue Negative or no growth each of two years: State-monitored school			
Cohort 3	Selected for II/USP–Planning Year/ Action Plan approval	First year Action Plan implementation	Second year Action Plan implementation	Third year Action Plan implementation			
			Fall 2003 API Growth	Fall 2004 API Growth			
			Meets all targets: Continue Some growth: Continue Negative or no growth: Continue + local sanctions	Meets all targets each of two years: Exit II/USP Any growth one or both of two years: Continue Negative or no growth each of two years: State-monitored school			

Beginning in the Fall 2002, cohorts may also receive funds through the High Priority Schools Grant Program (HPSG).

PAST AND CURRENT STATUS OF API AWARD APPORTIONMENTS

Award	Year of Academic Growth	Amount of Award	Status	Number of Apportionments	Date of First Apportionment	Date of Second Apportionment
Governor's Performance Award (High Achieving/ Improving Schools Program)	1999-2000	\$227 Million (Approximately \$69/student enrolled)	PAID	Two	January 2001 (FY 00-01)	March 2002 (FY 01-02)
	2000-2001	\$144.3 Million (Approximately \$79/student with valid test score)	PAID	Two	August 2002 (FY 02-03)	October 2002 (FY 02-03)
	2001-2002	Not funded for this year	Awards for academic growth in 2001-2002 may be appropriated at a later date.			
Certificated Staff Performance Incentive	1999-2000	\$100 Million	PAID	One	August 2001 (FY 01-02)	
	2000-2001	Not funded for this year				
	2001-2002	Not funded for this year				
Schoolsite Employee Performance Bonus	1999-2000	\$350 Million (Approximately \$1300/full time equivalent employee, divided equally between employee and school site)	This award was for one year only	Two	March 2001 (FY 00-01)	February 2002 (FY 01-02)

No CHILD LEFT BEHIND ACT OF 2001: ACCOUNTABILITY PROVISIONS

President Bush reauthorized the federal Elementary and Secondary Education Act (ESEA) earlier this year. The new *No Child Left Behind Act of 2001*, or NCLB, made substantial changes to the 1994 version of ESEA. These changes have some important implications for California's assessment and accountability programs. More information about NCLB is located on the federal Web site at <http://www.nclb.gov> or on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/pr/nclb/>.

Assessments Used for Accountability

In the area of assessments used for accountability, the immediate impact of the regulations on California is minimal. Standards-based assessment tests in reading/language arts, mathematics, and science are required once in each of three grade spans. In California, the California Standards Test (CST) in English-Language Arts was incorporated into the 2001 Base API and the CST in Mathematics will be incorporated into the 2002 Base API. California is currently developing a grade 5 standards-based science exam consistent with provisions in the law. NCLB requires development of a standards-based science assessment by 2005–2006 and administration of the assessment in 2007–2008.

Defining Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) is the measurement used to chart the academic progress of schools receiving Title I funds. Since 1999–2000, California has used the API as the measure of AYP. Title I schools that failed to make their API growth targets for two consecutive years entered the Program Improvement (PI) component of Title I.

NCLB has significantly changed the definition of AYP. Each state is required to set starting points for reading/language arts and mathematics separately based on 2001–2002 academic assessment data. NCLB also specifies that all students in a school are to be at the proficient level or above in reading/language arts and mathematics within 12 years. This means that all students in grades 2–11 will be required to be at the proficient level in both subject areas by 2013–2014, which is in alignment with the requirements of NCLB.

District and School Accountability Report Cards

NCLB establishes requirements for annual accountability reports at the state and local education agency (LEA) levels. The law specifies data elements that must be included and, in some cases, defines how they should be reported. An analysis of these requirements suggests that many of the elements required by NCLB align with those required in California's School Accountability Report Cards (SARCs).

More information about SARC is located on CDE's SARC Web site at <http://www.cde.ca.gov/ope/sarc>.

California's Accountability Plan

California's accountability plan for NCLB is due to United States Department of Education (USDE) in January 2003. The requirements of the plan are listed as follows:

- Description of a single statewide accountability system that applies to all public schools and includes all public school students, including descriptions of all assessment instruments that will be used in the accountability system.
- Definition of Adequate Yearly Progress (AYP) for schools, districts, and the state.
 - Description of the assessment instruments on which AYP is based
 - Description of "proficient" level on standards tests
 - Determination of the starting point for reading/language arts and math separately, and for each required subgroup (based on 2001–2002 data)
 - Development of a timeline, wherein annual measurable objectives and intermediate goals overall and by subgroup will be established
 - Description of participation rate calculation methodology
- Description about how the state will make annual decisions about the progress of all public schools, Title I schools in particular.

During October through December 2002, the SBE will be considering issues and alternatives for the state's accountability plan. Under the current timeline, the SBE is expected to finalize and adopt the accountability plan by December 2002.

CDE Contacts

For more information on the accountability provisions under NCLB, contact CDE's Evaluation Unit in the Policy and Evaluation Division at (916) 319-0633. A complete listing of CDE program contacts for NCLB is located on the CDE Web site at <http://www.cde.ca.gov/pr/nclb/nclbcontacts.htm>.

TALKING POINTS FOR PRINCIPALS

The talking points with Options 1, 2, 3, or 4 can be adapted to address the progress of individual schools based on the 2001–2002 growth reports. Principals can also refer to the sample letter in this packet for more information. Statements concerning awards eligibility should note the lack of budgeted funds for API awards at this time.

- The Academic Performance Index (API) is the cornerstone of the Public Schools Accountability Act (PSAA) of 1999.
- The API measures each school's academic performance, sets annual growth targets, and determines if growth targets have been met.
- Academic growth on the API is the central focus of the PSAA.

Option 1

- Through the outstanding efforts of our staff, students, and parents, our school met (exceeded) its API growth targets for the school and every numerically significant student subgroup. Because we grew at least five points schoolwide and at least four points for each subgroup and met participation criteria, our school is eligible to receive funds through the Governor's Performance Award (GPA) program. Although funding for this award was not included in the 2002–2003 state budget, our school will be eligible if funding is appropriated in the future.
- In addition to reaching our growth targets, the school must show a 95 percent student participation rate on the Standardized Testing and Reporting (STAR) for elementary and middle schools and 90 percent participation rate for high schools to be eligible for any of the award programs. Our school met this requirement.

Option 2

- Our school staff, students, and parents are to be commended for reaching (exceeding) our 2001–2002 API growth targets schoolwide and for each numerically significant subgroup. New legislation now requires that schools show a schoolwide growth of five points and a four point growth for each subgroup to be eligible for API-based awards, and that did not occur.

Option 3 & 4

- We didn't meet our 2001–2002 API growth targets (We met our 2001–2002 API school growth target, but some of our student subgroup results missed the mark), but efforts to strengthen our school instructional and assessment programs will help us make strides toward this year's achievement goals.
- The STAR test results, used to calculate the API, show how well our students performed on one test on one day in a school year. It is extremely important that other indicators of student achievement are used in future years to calculate each school's API and the growth achieved.

- Our school's 2002 growth API includes results of the spring 2002 administration of the California Standards Test (CST) in English-Language Arts. This is the first time results of a CST have been incorporated into the growth API. Results of additional standards-based tests are scheduled to be incorporated into the API in future years (see "API Reporting Cycles" on page 17).
- Requiring all numerically significant student subgroups at the school to reach 80 percent of the schoolwide growth target makes a strong statement that the achievement of all students is important. No student should be left behind.
- In our school, we have many limited-English-proficient students who are required to take the STAR test in English, and their results are included in each school's API. As these students increase their proficiency in English, they will also increase their performance on the STAR.

Option 1

- Everyone at our school is very excited about our 2001–2002 API growth results. Our staff, students, and parents have worked hard to improve our school's academic performance, and their efforts helped our school meet (exceed) its 2001–2002 growth targets. We will continue to work together to reach even higher levels of achievement. It takes everyone involved in our students' education to accomplish this ambitious goal.

Option 2

- We look forward to this coming year and the opportunity to meet the new growth requirements and become eligible for awards when they are funded. It will take everyone involved in our students' education to accomplish this ambitious goal.

Option 3 & 4

- We look forward to this coming year and the opportunity to meet our growth targets and become eligible for awards when they are funded. The API and its measurement of our school's growth is an important tool in helping to improve the academic performance of all of our students. It takes everyone involved in our students' education to accomplish our goal.

PSAA TIMELINE

- | | |
|-----------------------|---|
| September 2002 | <ul style="list-style-type: none"> Eligible schools for High Priority Schools Grant (HPSG) program are notified and provided with application forms. Eligible HPSG schools interested in planning grants are notified of the process, sent forms, and are awarded planning grants. |
| October 2002 | <ul style="list-style-type: none"> Reports for 2001–2002 Academic Performance Index (API) Growth, including growth targets achieved/not achieved, subgroup data and awards eligibility, are posted on the California Department of Education (CDE) API Web site at http://api.cde.ca.gov. This does not include schools correcting 2002 STAR demographic data. |
| Fall 2002 | <ul style="list-style-type: none"> According to their pattern for meeting API growth, II/USP schools (first cohort) will either exit II/USP, receive a third year of II/USP implementation funding, or become designated as a low-performing school, subject to the imposition of sanctions by the Superintendent of Public Instruction (SSPI) and State Board of Education (SBE). |
| December 2002 | <ul style="list-style-type: none"> Reports for 2001–2002 API Growth are updated and include schools that corrected their demographic data. Updated reports are posted on the CDE API Web site at http://api.cde.ca.gov. |
| February 2003 | <ul style="list-style-type: none"> API Reports for 2002 API Base, including API Base, growth targets, subgroup data, and statewide and similar schools ranks, posted on CDE API Web site. This API will include results of the California Standards Test in English-language arts, mathematics, and history-social science as well as results of the California High School Exit Examination (CAHSEE). HPSG applications are due. |
| March 2003 | <ul style="list-style-type: none"> Funding status for each school for HPSG will be posted approximately March 21, 2003 on the CDE Web site at http://www.cde.ca.gov/iiusp. |
| July 2003 | <ul style="list-style-type: none"> Schools in the Alternative Accountability Schools Model (ASAM) report second-year data for 2002–2003 to local boards and Superintendent of Public Instruction. |
| Fall 2003 | <ul style="list-style-type: none"> Reports for 2002–2003 API Growth, including growth targets achieved/not achieved, subgroup data, and awards eligibility, posted on the CDE API Web site. |

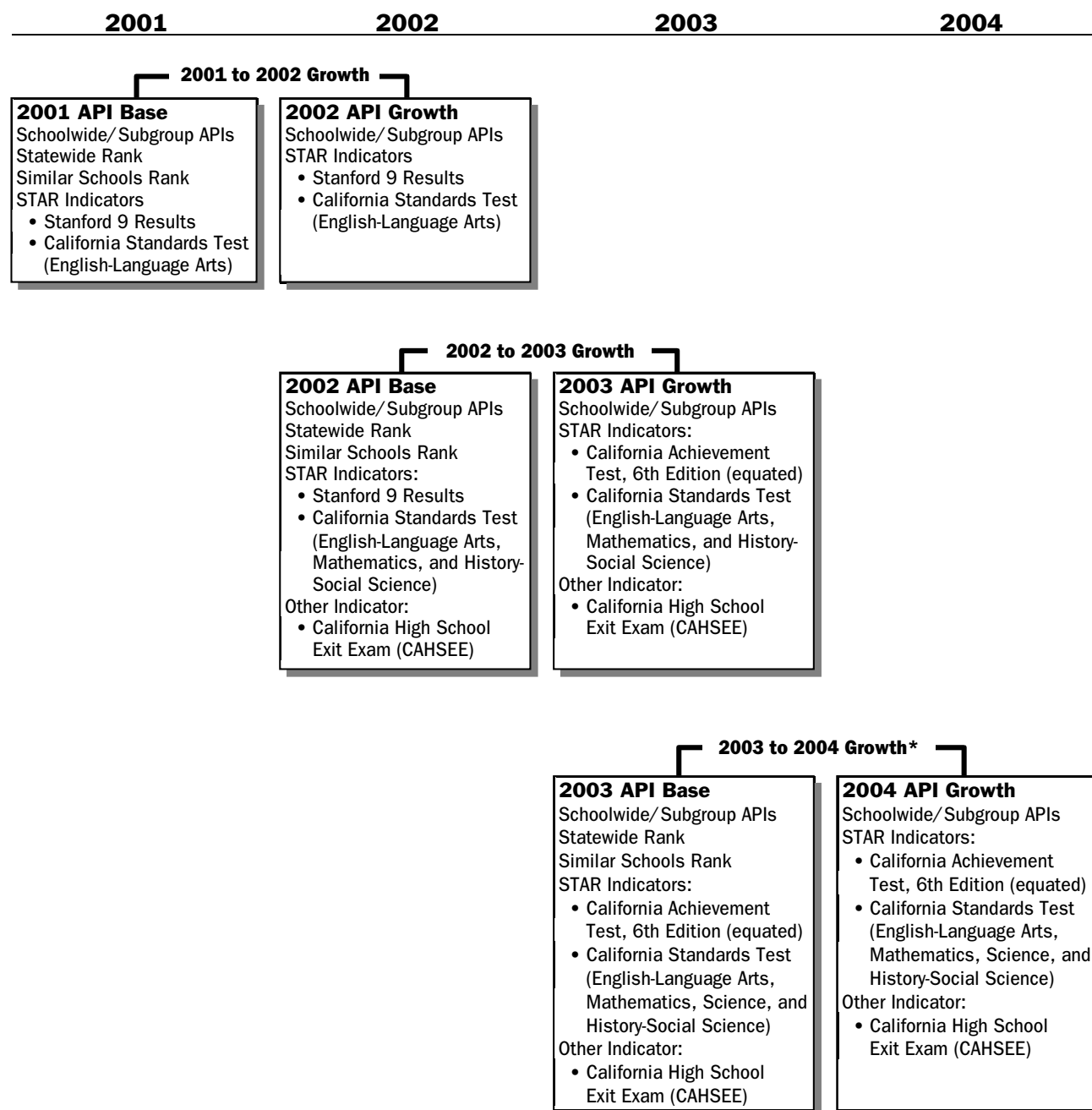
- II/USP schools that do not meet growth targets but show significant growth continue in II/USP either (1) with funding (second cohort) or (2) without funding (first cohort).
- II/USP schools that do not meet growth targets and do not show significant growth (first and second cohorts) are designated as state-monitored schools and are subject to the imposition of sanctions by the SSPI and SBE.
- II/USP schools (third cohort) that do not meet growth targets receive public hearing, and local board chooses type of local intervention.
- API Reports for 2003 API Base posted on the CDE API Web site.
- Schools in the Alternative Schools Accountability Model (ASAM) report third-year data for 2003–2004.

**January or
February 2004**

July 2004

API REPORTING CYCLES

An API reporting cycle consists of two components: (1) base year information and (2) growth information. The growth reports are provided each fall, and the base reports are provided each January or February.



* Pending State Board of Education adoption.

ACADEMIC PERFORMANCE INDEX (API)

INDICATOR WEIGHTS

2001 Base API and 2002 Base API

These tables summarize the indicator weights for the 2001 Base API (reported in January 2002) and for the new 2002 Base API (to be reported in February 2003). The corresponding Growth API for each Base API has the same indicator weights and is calculated in exactly the same manner as its Base API. The 2002 Growth API (to be reported in October 2002) will be used to determine eligibility for the awards programs. The 2002 Base API (to be reported in February 2003) will be used to generate statewide and similar schools rankings as well as API growth targets. The State Board of Education adopted the indicator weights for the 2002 Base API in June 2002. The first table is for elementary and middle schools (grades 2–8), and the second table is for high schools (grades 9–11).

Table 1
Elementary and Middle Schools (Grades 2–8)

Content Area	2001–2002 API Cycle		2002–2003 API Cycle	
	2001 Base API and 2002 Growth API		2002 Base API and 2003 Growth API	
	NRT	CST	NRT	CST
English Language Arts—60%				
ELA NRT (Reading) (Language) (Spelling)	24% (12%) (6%) (6%)		24% (12%) (6%) (6%)	
ELA CST*		36%		36%
Mathematics—40%				
Math NRT	40%		16%	
CST MATH				24%
TOTAL	64%	36%	40%	60%

NRT = Norm-referenced test (Stanford 9 through 2002; CAT 6 beginning in 2003)

CST = California Standards Test

CAHSEE = California High School Exit Examination

* The ELA CST will include the results of the Writing Assessment in grades 4 and 7 beginning in 2002.

Table 2
High Schools (Grades 9-11)

Content Area	2001-2002 API Cycle		2002-2003 API Cycle		
	2001 Base API and 2002 Growth API		2002 Base API and 2003 Growth API		
	NRT	CST	NRT	CST	CAHSEE
English Language Arts—40%					
ELA NRT (Reading) (Language)	16% (8%) (8%)		6% (3%) (3%)		
ELA CST*		24%		24%	
CAHSEE ELA					10%
Mathematics—20%					
Math NRT	20%		3%		
CST MATH				12%	
CAHSEE MATH					5%
Science—20%					
Science NRT	20%		20%		
Social Science—20%					
Social Science NRT	20%				
CST Social Science				20%	
TOTAL	76%	24%	29%	56%	15%

NRT = Norm-referenced test (Stanford 9 through 2002; CAT 6 beginning in 2003)

CST = California Standards Test

CAHSEE = California High School Exit Examination

* The ELA CST will include the results of the Writing Assessment in grades 4 and 7 beginning in 2002.

MAIN API SYSTEM AND ALTERNATIVE ACCOUNTABILITY SYSTEM

Main API System

Alternative Accountability System

School Participation

<ul style="list-style-type: none"> ■ Traditional elementary, middle, and high schools with 100 or more valid Standardized Testing and Reporting (STAR) scores, including charter schools ■ Schools in Alternative Schools Accountability Model that opt into main API system for a three-year period, including charter schools <p>These schools are held accountable through API results:</p> <ul style="list-style-type: none"> • Schoolwide API • Subgroup APIs • Ranks • Growth targets • Growth ■ Small schools with 11–99 valid STAR scores, including charter schools <p>These schools are held accountable through API results:</p> <ul style="list-style-type: none"> • Schoolwide API with an asterisk “*” • Subgroup APIs • Statewide rank with an asterisk “*” • Growth targets • Growth <p>NOTE: CDE recommends that schools with 20 or fewer student enrollments also register in the ASAM, select indicators, collect data, and be prepared to report ASAM data for the 2002–2003 school year in July 2003.</p>	<ul style="list-style-type: none"> ■ Alternative Schools Accountability Model (ASAM): <ul style="list-style-type: none"> • Qualifying “Alternative” schools serving a majority of high-risk students are defined as <ul style="list-style-type: none"> – Schools, including charter schools, that primarily serve students who are at high risk for behavioral or educational failure, expelled, or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts • Very small schools are defined as <ul style="list-style-type: none"> – Schools with less than 11 valid STAR scores <p>These schools are held accountable through collection and reporting of data on two State-Board approved indicators and STAR (Stanford 9 and California Standards Tests)</p> ■ Schools in Special Education Schools and Centers Model: <ul style="list-style-type: none"> • Schools that primarily serve students with communicative, physical, learning, or emotional disabilities <p>These schools are held accountable through the Quality Assurance Process, the annual Individualized Education Program (IEP), and the three-year re-evaluation process.</p>
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Awards and Interventions Programs

<ul style="list-style-type: none"> ■ Schools in the main API system are eligible for API awards and interventions programs 	<ul style="list-style-type: none"> ■ No awards or interventions are available at this time for schools in the Alternative Accountability System
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CDE Contacts

<ul style="list-style-type: none"> ■ Main API System administered through the Policy and Evaluation Division: <ul style="list-style-type: none"> • API calculation—Educational Planning and Information Center (EPIC) at (916) 319-0863 • API awards—Awards Unit at (916) 319-0866 	<ul style="list-style-type: none"> ■ Alternative Accountability System administered through the Education Support System Division: <ul style="list-style-type: none"> • Educational Options Office at (916) 322-5012
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(Also see “PSAA Reference Guide to the Internet and CDE Contacts” on page 82)

SCHOOLWIDE AND SUBGROUP GROWTH TARGETS

To meet the Schoolwide Growth Target...

If the school's API (Base) is between 200 and 780 (Column A), the school's growth target is 5% of the distance between a school's API (Base) and the interim statewide performance target of 800. If the school's API (Base) is between 781 and 799 (Column B), the school's growth target is a 1 point gain. If the school's API (Base) is 800 or more (Column C), the school must maintain an API of at least 800 in order to meet its schoolwide growth target.

Schoolwide Growth Target:	Schoolwide API (Base)		
	200 to 780	781 to 799	800 or more
	A	B	C
	5% distance from the school API to 800	1 point gain	Maintain 800 or more

To meet the Subgroup Growth Targets...

The growth targets for numerically significant subgroups will depend on the schoolwide API (Base). If the school's API (Base) is between 200 and 780 (Column A) **and** the subgroup API (Base) is between 200 to 799 (Row 1), the growth target for the subgroup is 80% of the schoolwide target¹. If the school's API (Base) is 781 or more (Columns B and C) **and** the subgroup API (Base) is between 200 to 799 (Row 1), the growth target for the subgroup is a 1 point gain. Regardless of the school's API (Base), if the subgroup API (Base) is 800 or more (Row 2), the subgroup must maintain an API of at least 800 in order to meet its growth target.

Subgroup Growth Target:		Schoolwide API (Base)			
		200 to 780		781 to 799	800 or more
		A		B	C
Subgroup API (Base)	200 to 799	1	80% of schoolwide target ¹	1 point gain	
	800 or more	2	Maintain 800 or more		

For Awards Eligibility...

To be **eligible** for the Governor's Performance Award, a school must (1) meet or exceed its API schoolwide growth target or increase by five points, whichever is greater, and (2) meet or exceed its subgroup growth targets, or increase by four points whichever is greater.

¹ The subgroup growth target is 80% of the schoolwide growth target unless the subgroup growth target would exceed the distance from the subgroup API to 800. In these cases, the subgroup growth target equals the distance from the subgroup API to 800.

ACADEMIC PERFORMANCE INDEX (API) CRITERIA FOR AWARDS ELIGIBILITY

(Based on the 2002 Growth API)

School Growth Target ¹		Subgroup Growth Target ¹		Awards Eligibility Criteria
School API (Base)	< 800	• 5% distance from school API to 800	Subgroup API (Base)	• 80% of school target ²
		• Minimum of 1 point gain		• Minimum of 1 point gain
School API (Base)	= or > 800	• Maintain 800 or more	Subgroup API (Base)	• Minimum of 4 points gain
School API (Base)	< 800	• 5% distance from school API to 800	Subgroup API (Base)	• 80% of school target ²
		• Minimum of 1 point gain		• Minimum of 1 point gain
School API (Base)	= or > 800	• Maintain 800 or more	Subgroup API (Base)	• Minimum of 4 points gain

Notes:

"Subgroup" refers to a "numerically significant ethnic or socioeconomically disadvantaged subgroup."

Award eligibility also includes participation rate criteria: elementary and middle schools 95% and high schools 90%.

¹ Growth targets are rounded to the nearest whole number; no growth target is less than one point.

² Subgroup growth target is 80% of the school growth target unless the subgroup growth target would exceed the distance from the subgroup API to 800. In these cases, the subgroup growth target equals the distance to 800.

³ Regardless of the schoolwide API, subgroups already at or above 800 will have to continue to meet the statewide interim performance target of 800.

API RESEARCH REPORTS

The Public Schools Accountability Act (PSAA) of 1999 (Chapter 3, Statutes of 1999) requires that the State Superintendent of Public Instruction (SSPI), with approval of the State Board of Education (SBE), develop an Academic Performance Index (API) to measure the performance of schools. The law also provides for an Advisory Committee to assist the SSPI and the SBE in the creation of the API.

The PSAA Advisory Committee was established in 1999 and immediately formed a Technical Design Group (TDG), comprised of educational measurement specialists from universities, research organizations, and local educational agencies, to provide guidance on technical issues. The TDG produced the foundation analyses and recommendations for the creation of the *Framework for the Academic Performance Index* and *The 1999 Base Year Academic Performance Index (API)*.

Guiding Principles of the API

The *Framework* contains guiding principles for creation and evolution of the API. The first and most primary guideline is that the API must be technically sound. “Given the high-stakes nature of the API, the many well-meaning educators, parents, and students who will be affected by the API will lose heart if it is not accurate or if it does not evolve in an orderly fashion from year to year.” To that end, the TDG and PSAA Advisory Committee sought to base their policy recommendations to the greatest extent possible on analyses of existing data and simulations of proposed policy alternatives.

API Development and Accuracy

The API has evolved since 1999 to include a variety of indicators. The changes to the 2002 Base API will be the most far-reaching since its inception. Following implementation, 60% of an elementary or middle school’s API will consist of results from the California Standards Tests; over 70% of a high school’s API will consist of results from the California Standards Tests and the California High School Exit Examination (CAHSEE). This will be a major step towards the full alignment of standards, assessments, and accountability in California public education.

For every school in the state, the best possible decisions about the API are made using available data in the manner prescribed by law, following uniform, carefully developed procedures. There is some degree of uncertainty attached to any accountability system, just as there is with any test score. There is variability in test scores depending not only on a student’s ability, but also on a variety of factors effecting testing (conditions of test site, student’s health, etc.). The accountability system summarizes scores from a multitude of students and therefore will inherently reflect their variability in performance.

Nevertheless, test results are used to improve the quality of decisions, because better decisions can be made with them than without them. As recognized in the API Guiding Principles, it is critical to strive toward the highest level of accuracy and technical stability that can be attained.

One misconception is that schools' observed API gains either can or cannot be trusted, depending on whether they fall within versus outside of some "margin of error." This line of thinking would seem to suggest that only schools exceeding their targets by more than the "margin of error" should receive rewards. However, if such a process were to be implemented, the result would amount to simply setting a different (and higher) target. Under such a rule, a school could still miss out on awards if it exceeded its target but fell one point short of its "margin of error." The difference between qualifying or not qualifying would still be subject to error. And, that kind of decision rule would result in vastly more errors than the system actually in place, because most schools that exceed their growth targets by even a single point have, in fact, met their goal.

While no accountability system can be 100% accurate, there is sound reason to believe that California's is among the most reliable in the nation. California's system tests students in all grades from 2 through 11 rather than a small sample of grades as in many other states, and includes results from a number of different tests. The evolution of the API has been based on careful and balanced decision making by a broad spectrum of educational, technical, and policy specialists.

API Technical Reports

As API development has occurred over the years, technical analyses and reports have been produced to guide the policy recommendations submitted to the PSAA Advisory Committee and the SBE and to document statistical methodologies. Selected API technical reports are posted on the CDE's API Web site at <http://www.cde.ca.gov/psaa/apiresearch.htm> under the following headings:

Program Information

Documents are provided about the School Characteristics Index (SCI) for Similar Schools Ranks. The 1999 document contains the full information about the calculation of the SCI, and the 2000 and 2001 documents contain supplemental information specific to each year.

Interpretive Notes Series

Analyses prepared by Professor David Rogosa, Stanford University, examining the meaning of the API and year-to-year API growth.

Accuracy Reports

Analyses prepared by Professor David Rogosa, Stanford University, examining the accuracy of the API and award program decision rules.

INFORMATION FOR STAFF

Questions and Answers about

- API Growth
- Awards
- Programs for Schools in Need of Improvement: II/USP, HPSG, and CSR
- Alternative Accountability System

Sample Letter to Staff

2001–2002 ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers About Growth

The Public Schools Accountability Act (PSAA), signed into law in 1999, authorized the creation of an educational accountability system for California public schools. The primary goal is to help schools improve the academic achievement of all students.

The PSAA has three components:

- **Academic Performance Index (API)** – measures school performance, sets academic growth targets, and monitors growth over time
- **Immediate Intervention/Underperforming Schools Program (II/USP)** – offers financial support to schools in need of improvement
- **Governor’s Performance Award (GPA) program** – rewards schools that show improvement based on the API

An additional program for schools in need of improvement based on the API was established by Assembly Bill 961 (Chapter 747 of 2001):

- **High Priority School Grant Program (HPSG)** – offers financial support to schools in the lowest statewide ranks of the API

An additional award program, based on the API, was enacted as a result of subsequent legislation (Assembly Bill 1114, Chapter 52 of 1999):

- **Certificated Staff Performance Incentive Act** – offers rewards to certificated staff in lower-performing schools that show significant improvement beyond the API growth target

The PSAA also requires the development and implementation of an Alternative Accountability System for small schools and schools that serve a non-traditional student population.

Answers to frequently-asked questions about the PSAA, API, and the 2001–2002 API reporting cycle follow.

What is the Academic Performance Index (API)?

The Academic Performance Index (API) is the cornerstone of California’s accountability system. The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school’s score or placement on the API is an indicator of a school’s performance level. The interim statewide API performance target for all schools is 800. A school’s growth is measured by how well it is moving toward (or past) that goal.

What are the API reporting cycles?

An API reporting cycle consists of two components: (1) base year information and (2) growth information (see “API Reporting Cycles” on page 17). In a reporting cycle, an API Base is compared with a corresponding API Growth in order to determine a growth score for a school. Generally, the base year reports are provided in January or February of each year, and the growth reports are provided each fall.

What is included in the 2001–2002 API reporting cycle?

The 2001–2002 API reporting cycle consists of the following information:

- **2001 API Base reports** (reported in January 2002)
 - 2001 API Base—calculated from 2001 Standardized Testing and Reporting (STAR) results
 - State and similar schools decile ranks
 - School and subgroup growth targets
- **2001–2002 API Growth reports** (reported in October 2002)
 - 2002 API Growth—calculated from 2002 STAR results
 - 2001 to 2002 API growth
 - Whether or not the school met its growth targets and is eligible for GPA

2001–2002 ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers About Growth

The 2002 API Growth is calculated in exactly the same fashion with exactly the same indicators and weights as the 2001 API Base. Schools that correct 2002 API demographic data will receive their growth reports in December 2002.

What indicators are included in the 2001–2002 API reporting cycle?

The API Base and its corresponding API Growth use the same indicators and weights and are calculated in exactly the same manner. Each year, the State Board of Education (SBE) adopts the methodology and indicators for the upcoming API reporting cycle.

2001–2002 API reporting cycle—In September 2001, the SBE adopted the indicators for the 2001 API Base (and its corresponding 2002 API Growth). The indicators for the 2001–2002 API reporting cycle include the results of the Stanford 9 achievement test and the California Standards Test in English-Language Arts (CST ELA) given in spring 2002 as part of the state's STAR program.

2002–2003 API reporting cycle—The indicators for the 2002 API Base (and its corresponding 2003 API Growth) were adopted by the SBE in June 2002.

For more details about the indicators and weights for these two reporting cycles, see “Academic Performance Index (API) Indicator Weights: 2001 Base API and 2002 Base API” on pages 18 and 19.

What does the 2001–2002 API Growth Report specifically include for each school?

The 2001–2002 API Growth Report for each school includes:

- STAR 2002 percent tested
- number of students included in the 2002 API (Growth)
- school's 2002 API (Growth) (scale 200 to 1000)

- school's 2001 API (Base) (scale 200 to 1000)
- 2001–2002 growth target
- 2001–2002 growth
- information on whether growth targets were met
- whether the school is eligible for the GPA
- school demographic characteristics
- subgroup information

Small schools having between 11 and 99 valid STAR test scores receive an API with an asterisk (*) to designate the greater statistical uncertainty of an API based upon fewer than 100 valid scores.

When will the 2001–2002 API Growth Reports be available?

Public reporting of the 2001–2002 API growth results is scheduled to be posted on the California Department of Education (CDE) Web site on October 17, 2002 at <http://api.cde.ca.gov>.

In the 2001–2002 API Growth Report, how was “STAR 2002 Percent Tested” determined?

This percent is calculated as follows:

Percent Tested = (Total Students Tested)

divided by

(Total Enrollment on First Day of Testing, grades 2–11

less

Students with Parent/Guardian Written Waiver Request

less

Students with Individualized Education Program Exemptions)

The percent tested is used as the participation rate for awards eligibility. It is rounded down to the nearest whole percent.

2001–2002 ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers About Growth

A student who did **not** attempt the test at all is **not** counted as tested in the participation rate. A student who did attempt items on the test, whether or not there were enough items attempted to receive a score, is counted as tested in the participation rate. Also, a student who takes the test with one or more nonstandard accommodations is counted as tested in the participation rate.

In the 2001–2002 API Growth report, is the “Number of Students Included in the 2002 API (Growth)” the same as the “number of valid STAR test scores”?

Yes. The “Number of Students Included in the 2002 API (Growth)” is the same as the “number of valid STAR test scores.” This number is used to determine whether a school is small (i.e., 11 to 99 valid test scores) or very small (i.e., less than 11 valid test scores). It is also used to determine whether a subgroup is numerically significant.

Are all CST ELA scores included in the 2001 API Base and 2002 API Growth?

The results of all students who receive a CST ELA performance level, with the exception of those not enrolled in the district in the prior school year, are included in the 2001 API Base and 2002 API Growth. The CST ELA is a standards-based test that reports student results according to specific performance levels (advanced, proficient, basic, below basic, and far below basic). The CST ELA test results from students, regardless of any accommodation that excludes their norm-referenced results, are included in the 2001 API Base and 2002 API Growth. CST ELA results from any student who takes the CST ELA below grade level will be counted as far below basic for API purposes.

What is meant by a school’s “growth targets”?

Growth targets include:

- **Schoolwide growth target** – the amount of improvement a school is expected to make beyond its API base score in a year. A school meets its 2001–2002 schoolwide target if (1) it meets or exceeds 5% of the distance between its 2001 API and the interim statewide performance of 800, or (2) its 2002 API Growth is at or above 800.
- **Comparable improvement target** – the amount of growth each numerically significant subgroup in the school is expected to make in a year. In most cases, a subgroup in a school meets its 2001–2002 subgroup target if it meets or exceeds 80% of the school’s 2001–2002 growth target. For exact calculation of growth targets, refer to the *Explanatory Notes for the 2001–2002 Academic Performance Index Growth Report* located on the CDE Web site at <http://www.cde.ca.gov/psaa/api>.

How is a school’s 2001–2002 API “growth” calculated?

The 2001–2002 growth for a school is determined by subtracting its 2001 API Base from its 2002 API Growth. For each numerically significant subgroup in the school, the 2001 API Base for the subgroup is subtracted from its 2002 API Growth.

What is meant by a “numerically significant student subgroup”?

To be considered numerically significant, a subgroup must:

- have at least 30 students, with valid STAR scores, who make up at least 15 percent of the school’s valid STAR scores, **or**
- have at least 100 students with valid STAR scores.

2001–2002 ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers About Growth

What are the categories for the numerically significant subgroup growth?

Subgroup APIs are calculated for the following categories:

- African American (not of Hispanic origin)
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic origin)
- Socioeconomically disadvantaged

What is meant by “socioeconomically disadvantaged”?

A socioeconomically disadvantaged student is defined as 1) a student neither of whose parents has received a high school diploma **or** 2) a student who participates in the free or reduced price lunch program (NSLP).

Are English learners considered a subgroup for API calculations?

English learners (formerly called limited-English proficient students) are **not** currently considered a subgroup for API calculations. They may be added in the future.

If a subgroup at a school was numerically significant for the 2001 API but was not numerically significant for the 2002 API, will it receive a subgroup growth score?

No. If the school has a subgroup that was significant for the 2001 API but was not significant for the 2002 API, it will **not** receive a 2001–2002 subgroup growth score. A school’s subgroup must be numerically significant in both years for the subgroup growth to be calculated.

Will all schools receive a 2001 to 2002 growth score?

Most schools that received a 2001 API Base will receive a 2002 API Growth and report. In order for a school to receive the growth score and report, it must have both a

2001 and 2002 API. New schools starting in September 2001 that did **not** receive a 2001 API Base will not receive a 2002 API Growth. However, they will be included in the next 2002–2003 API reporting cycle and will receive a 2002 API Base score in February 2003.

Why didn’t our school receive a 2001–2002 API Growth Report?

There are several conditions in which a school will not receive 2001–2002 API Growth Reports. These conditions are as follows:

- The school had no STAR test results in 2002.
- The school had fewer than 11 valid STAR test scores in 2002. This school will participate in the Alternative Schools Accountability Model (ASAM).
- The school experienced an excessive number of parent or guardian waivers from STAR testing in 2001 or 2002.
- The school failed to test a significant proportion of students in a content area in 2001 or 2002 STAR testing.
- The school had unresolved discrepancies in its demographic data for the 2001 STAR.
- The district superintendent certified that the school experienced a significant demographic change between the Spring of 2001 and Spring of 2002 STAR testing periods and that the test results across years are not comparable.
- The school serves a non-traditional student population and has elected to participate in the ASAM.
- A valid 2001 API Base score does not exist.
- The school (or district on behalf of the school) has certified that an irregularity in testing procedure occurred during the 2001 or 2002 STAR testing.
- The district has reported that it is correcting 2002 STAR demographic information for this school. The 2002 API Growth Report, reflecting the corrected information, will be available in December 2002.

2001–2002 ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers About Growth

What would be considered a significant demographic change in the student population of a school?

Examples of the types of student population changes that could substantially impact a school's API could include, but are not limited to:

- the opening of a Gifted and Talented Education magnet program on a school site
- the opening of a special education center at a school site
- the increase or decrease of a large number of students participating in a free or reduced price lunch program at a school site
- the addition of a large number of English learners at a school site

School districts have been asked to determine whether any school in their district should not receive a growth API due to programmatic or demographic changes between the 2000–2001 and 2001–2002 school years.

All such determinations are subject to CDE approval.

Are there district APIs and 2001 to 2002 growth scores?

No. School districts do **not** receive APIs or 2001–2002 growth scores. APIs are calculated at the school level only. However, each District List of Schools report provides information on the number of schools in the district and state that met their growth targets.

How are the school's growth targets and growth used?

Generally, if a school meets participation and growth awards criteria, it may be eligible to receive monetary awards through the Governor's Performance Award or Certificated Staff Performance Incentive Act award programs if funding is available. If a school does not meet or exceed its growth targets and is in deciles 1 to 5 on the 2001 API Base, it may be identified for participation in the Immediate Intervention/Underperforming Schools Program (II/USP) and/or High Priority Schools

Grant Program. For the 2002–2003 school year, funds are available to support the existing three cohorts in the II/USP, but funds are not available for a new fourth II/USP cohort.

How was it determined that the CST ELA would comprise 36 percent of the weight of the API for grades 2–8 and 24 percent of the weight for grades 9–11?

Based on the recommendations of the PSAA Advisory Committee, the SBE in September 2001 adopted the methodology for integrating the CST ELA into the 2001 API Base. One step of the methodology involves the weights used for each component of the API. The SBE adopted weights (1) for each content area and (2) for the Stanford 9 norm-referenced test (NRT) and the California Standards Test (CST).

First, the SBE decided that the existing weight assigned to each content area should be maintained. This means that, for grades 2–8, the English-language arts component of the API (i.e., reading, language, and spelling from the Stanford 9 and the CST ELA) should remain at 60 percent and mathematics at 40 percent of the API. For grades 9–11, the English-language arts component (i.e., reading and language from the Stanford 9 and the CST ELA) should remain at 40 percent and mathematics, science, and social science at 60 percent of the API. Second, the State Board decided that, within the English-language arts content area, the CST results should be weighted 60 percent, and the NRT results should be weighted 40 percent.

Therefore, for grades 2–8, 60 percent (weight of total ELA component for the API) of 60 percent (weight of CST ELA results) equals a weight of 36 percent. For grades 9–11, 40 percent (weight of total ELA component for the API) of 60 percent (weight of CST ELA results) equals a weight of 24 percent.

	CST ELA Weight
Grades 2–8	$60\% \times 60\% = 36\%$ of the API
Grades 9–11	$40\% \times 60\% = 24\%$ of the API

2001–2002 ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers About Growth

These ratios are to be applied fully in the 2001 API Base, rather than being phased-in over several years.

(See also “API Indicator Weights: 2001 Base API and 2002 Base API” on pages 18 and 19.)

What is the SCF?

The Scale Calibration Factor (SCF) provides a positive or negative adjustment to a school’s base year API score each year in order to maintain consistency in the statewide API scale from one API reporting cycle to the next. Simply put, the calculation of the SCF for the 2001–2002 API reporting cycle is the difference between the statewide average 2001 API Growth and the statewide average 2001 API Base. SCFs are calculated separately for elementary schools (grades 2–6), middle schools (grades 7–8), and high schools (grades 9–11).

What is the SCF for subgroups?

The SCF for each numerically significant subgroup API at a school is the same as the schoolwide SCF.

Information about the PSAA, the API, and growth can be found on the CDE Web site at <http://www.cde.ca.gov/psaa/api>.

2001–2002 ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers About Awards

What awards programs are for schools that have met their API targets?

The law allows for two awards programs for schools and/or school site employees as part of the state's accountability system:

- Governor's Performance Award (GPA) Program (Education Code Sections 52056–52057)
- Certificated Staff Performance Incentive Act (Education Code Sections 44650–44654)

If our school's 2001–2002 API Growth report indicates a "yes" under the Awards Eligible column, will we receive GPA funds?

Due to budget constraints, GPA funding for eligible schools based on 2001–2002 API Growth is not appropriated in the 2002–2003 state budget. However, funding may be appropriated in a subsequent fiscal year. In the event of possible funding in the future, the 2001–2002 API Growth reports indicate whether a school is "Awards Eligible" or not.

Are funds available in the 2002–2003 state budget for the Certificated Staff Performance Incentive Act award?

No. As with the GPA funding, Certificated Staff Performance Incentive Act award funding for eligible schools based on 2001–2002 API Growth is not appropriated in the 2002–2003 state budget. Funding may be appropriated in the future, and, if so, school eligibility and allocations will be determined at that time.

What are the participation criteria to qualify for any of the awards?

To qualify for the API-based awards:

- Elementary and middle schools must have a 95 percent participation rate on the STAR test
- High schools must have a 90 percent participation rate on the STAR test

What are additional eligibility criteria for the GPA?

To qualify for the GPA:

- A school must meet or exceed its API growth target or increase by five points, whichever is greater, and
- A school must meet or exceed its subgroup growth targets or increase by four points, whichever is greater.

What are additional eligibility criteria for the Certificated Staff Performance Incentive Act awards?

A school must have an API Base in the lower half of the statewide rankings (1–5) to be eligible for this award. In addition, to receive this award:

- The school's API growth must meet or exceed two times the growth target reported with the API Base.
- The growth for each numerically significant subgroup must meet or exceed two times the subgroup growth target reported with the API Base.
- A school must have been eligible for API awards in the year preceding the current API growth year.

What is meant by two times the annual growth target in the Certificated Staff Incentive criteria?

Two times the annual growth target for a school is calculated by taking five percent of the distance between the school's API and the interim statewide performance target of 800, rounding to the nearest whole number, and multiplying the result by two. For example, a school with a 2000 API of 500 would have a 2000–2001 API growth target of 15 points. Two times the growth target would be 30, or ten percent of the distance between 500 and 800.

2001–2002 ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers About Awards

If funding becomes appropriated, how would the Certificated Staff Performance Incentive Act awards be allocated?

Schools will be ranked from highest to lowest gains based on points over twice their API targets. Awards will be allocated successively until the \$100 million allocated for this awards program is gone. Distribution will be approximately as follows:

- At least 1,000 certificated staff in schools with the largest growth will receive \$25,000 each.
- At least 3,750 certificated staff will receive \$10,000 each.
- Up to 7,500 certificated staff will receive \$5,000 each.

Are schools excluded from receiving awards if they have a large number of parent waivers?

A school's API will be invalidated if the school's proportion of parental waivers compared to its STAR enrollment is equal to or greater than 10 percent. These schools will be excluded from awards.

Are schools eligible for the API awards if they are part of the Alternative Accountability System?

No. The enactment of legislation is required to make these schools eligible.

Are charter schools eligible for the awards?

Charter schools that meet the criteria for the awards are eligible for both of the awards.

Are Similar Schools Ranks part of the awards criteria?

No. Criteria for eligibility are based on whether or not a school meets or exceeds its Academic Performance Index growth targets and if all numerically significant subgroups at the schools make at least 80 percent of the school's growth target.

Can a school receive both API awards?

Yes, if funds become available for both awards. A school could receive both API awards if it meets all of the eligibility criteria. This could include the Governor's Performance Award and the Certificated Staff Performance Incentive Act. Only schools in API Base statewide decile ranks 1 to 5 are potentially eligible for the Certificated Staff Incentive award.

Will schools that are eligible for API-based awards be eligible for the California's Distinguished School Program?

Any elementary school that met its 2001–2002 API growth targets (schoolwide and subgroup) and placed in the top five deciles of 2001 API statewide ranking, will be eligible to apply for the California Distinguished Schools Program.

Information about the API awards programs can be found on the CDE Web site at <http://www.cde.ca.gov/psaa/awards>.

2001-2002 ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers About Programs for Schools in Need of Improvement: II/USP, HPSG, and CSR

Several programs provide support to schools in need of academic improvement, based on the API:

- **Immediate Intervention/Underperforming Schools Program (II/USP)** – established in 1999 by the Public Schools Accountability Act.
- **High Priority Schools Grant Program (HPSG)** – established in 2001 by Assembly Bill 961 (Chapter 747 of 2001)
- **Comprehensive School Reform (CSR)** – federally-funded program that began in 1998, reauthorized as Title I, Part F of the Elementary and Secondary Education Act, signed into law on January 8, 2002.

What are the criteria for identification and selection of II/USP schools?

The law provides that schools are eligible to volunteer for II/USP if they meet all of the following criteria:

- The school is not already in II/USP.
- The school places in the lower five deciles of the API Base statewide ranks.
- The school does not meet or exceed its five percent schoolwide growth target or all of its numerically significant subgroup growth targets.

No new cohort of II/USP will be selected based on the 2001-2002 API Growth results.

How are schools in II/USP held accountable?

Schools in II/USP are required to develop an action plan for improvement, implement the plan, and meet or exceed their API growth targets. If a school in II/USP does not meet these requirements, certain consequences or requirements will result, according to its growth pattern and how long the school has been implementing its plan.

- II/USP schools that do not meet growth targets after one year of implementation must hold a public hearing, and the local board chooses type of local intervention.
- II/USP schools that do not meet growth targets but show significant growth after two years of implementation continue in II/USP for an additional year.
- II/USP schools that do not meet growth targets and do not show significant growth after two years of implementation become subject to the imposition of sanctions by the State Superintendent of Public Instruction (SSPI) and State Board of Education (SBE).

See also “Immediate Intervention/Underperforming Schools Program (II/USP) Cohorts” on page 9.

What is meant by “significant growth”?

In February 2002, the PSAA Advisory Committee recommended and the SBE adopted the following definition of “significant growth” for Cohort 1 II/USP schools:

- II/USP schools in Cohort 1 that have made positive growth on their schoolwide API in either of the two years of implementation will have achieved “significant growth” and receive a third year of II/USP funding.

Cohort 1 schools that meet or exceed their growth targets each of two years of implementation exit the II/USP. Cohort 1 schools that make negative growth or no growth each of two years become subject to the imposition of sanctions by the SSPI and SBE.

For more information about II/USP, contact the School Reform Assistance Office in the School Improvement Division of the CDE at (916) 319-0839.

2001-2002 ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers About Programs for Schools in Need of Improvement: II/USP, HPSG, and CSR

What are the criteria for identification and selection of HPSG schools?

Schools identified are eligible to volunteer for HPSG if the school places in the lower five deciles of the API Base statewide ranks. The lowest ranking schools have first priority for selection and funding.

How are schools in HPSG held accountable?

Similar to II/USP provisions, Education code 52055.650 requires that HPSG schools be held accountable for meeting API growth targets in successive years.

For more information about HPSG, contact the High Priority Schools Office in the School Improvement Division of the CDE at (916) 324-3236.

Does the new No Child Left Behind Act change the CSR requirements?

The new federal law requires CSR programs to implement proven strategies and methods that are based upon scientifically-based research and effective practices to improve student achievement. Two new components

must be addressed by CSR schools in addition to the nine components previously included in the program. One new component requires that the school's comprehensive design provide support for teachers, administrators, and other staff. The other new component requires that methods and strategies used in the school's comprehensive reform program have been shown to result in significant improvements in academic achievement. The goal of CSR remains the same: that all children meet challenging state academic content standards.

How are schools in CSR held accountable?

Schools in CSR are subject to the accountability provisions of the PSAA.

For more information about CSR, contact the School Reform Assistance Office in the School Improvement Division of the CDE at (916) 319-0839.

For more information about interventions and sanctions for schools in need of improvement, contact the Interventions Assistance Office in the School Improvement Division at (916) 319-0836.

Information about the II/USP, HPSG, and CSR can be found on the CDE Web site at <http://www.cde.ca.gov/i/iusp> (see also "PSAA Reference Guide to the Internet and CDE Contacts" on page 82).

2001-2002 ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers About Alternative Accountability System

What types of schools are included in the Alternative Accountability System?

The Alternative Accountability System currently encompasses two models:

- The Alternative Schools Accountability Model (ASAM)
- The Special Education Schools and Centers Model

Originally the Public Schools Accountability Act (PSAA) called for three categories of schools to participate in the Alternative Accountability System. These included schools in the models above as well as schools that served fewer than 100 students. However, traditional schools with 11 to 99 valid STAR scores are now accountable through the Main Accountability System where they receive an API with an asterisk. Schools with less than 11 valid STAR scores are accountable through the ASAM.

What types of schools are included in the ASAM?

The ASAM includes alternative schools that, for purposes of the Alternative Accountability System, are defined as schools that serve a majority of students who are:

- at high-risk for behavioral or educational failure,
- expelled or under disciplinary sanction,
- wards of the court,
- pregnant and/or parenting, or
- recovered dropouts.

Schools serving these students must meet the challenge of addressing a wide range of personal and social issues that interfere with the students' abilities to reach grade-level standards. Alternative schools participating in the ASAM include alternative, continuation, community day, county court, county community, opportunity, California Youth Authority, and some charter schools. Schools with fewer than 11 valid STAR scores also participate in the ASAM.

What progress has been made in implementing the Alternative Accountability System?

Implementation of the Alternative Accountability System has progressed in accordance with the conceptual framework adopted by the SBE in July 2000 (the report is available at <http://www.cde.ca.gov/psaa/asam/>).

- ASAM schools have selected two State Board-approved performance indicators in addition to STAR and collected and reported baseline data on these indicators for school year 2001-2002. These reports were submitted to the SSPI in July 2002.
- The Special Education Schools and Centers Model currently encompasses the Quality Assurance Process, the annual Individualized Education Program (IEP) review, and the three-year re-evaluation process. The SBE reviewed this model in the fall of 2001 and recommended that no additional accountability measures be imposed at that time.

Can schools in the ASAM opt to participate in the Main Accountability System?

Districts were given the option of having schools that were eligible for the ASAM participate instead in the Main Accountability System (with the exception of schools with fewer than 11 valid test scores, which must participate in the ASAM). Once a school has begun to collect data under the ASAM, however, it is required to continue in the alternative system for a minimum of three years. Likewise, once a school begins to participate in the Main Accountability System, it must remain in that system for at least three years.

Can new schools participate in the ASAM?

Yes. Districts or county offices of education that have recently established, or are in the process of establishing, new alternative schools serving high-risk students should contact the Educational Options Office of the Education Support Systems Division at (916) 322-5012.

Are schools in the Alternative Accountability System eligible for awards and interventions?

Not at this time. Goals for growth will be set for ASAM schools after the first year baseline data are collected. Criteria for meeting growth targets are currently being determined. New legislation will be required to make schools in the Alternative Accountability System eligible for awards and interventions.

Information about the Alternative Accountability System can be found at <http://www.cde.ca.gov/psaa/asam/> or by contacting the Education Options Office of the Education Support Systems Division at (916) 322-5012.

SAMPLE LETTER TO STAFF

Superintendent's Letter to School Employees

The content of this letter is intended to inform all school employees (certificated and non-certificated) about the progress their schools have made based on the 2001–2002 API growth reports. The letter can be modified to target individual schools. Statements concerning awards eligibility should note the lack of budgeted funds for API awards at this time.

To: The staff at _____ School

From: Superintendent _____

Option 1

Congratulations! Your school met (exceeded) its 2001–2002 Academic Performance Index (API) growth targets for the school as a whole and for each student subgroup and the student participation criteria. In addition, your school grew at least five points schoolwide and four points for each subgroup. Because of this tremendous accomplishment, your school may be eligible to receive the Governor's Performance Award (GPA), based on API and qualify for the Certificated Staff Performance Incentive Act. Although funding for these awards programs was not included in the 2002–2003 state budget, your school will be considered should funding become available.

Option 2

Congratulations! Your school met (exceeded) its 2001–2002 Academic Performance Index (API) growth targets for the school as a whole and for each student subgroup and the student participation criteria. Although you have achieved a major accomplishment, the law now requires that schools show a schoolwide growth of at least five points and subgroup growth of at least four points to be eligible for API-based awards, and that did not occur.

Option 3

Your school met (exceeded) your 2001–2002 Academic Performance Index (API) schoolwide growth target but did not meet student subgroup growth targets and/or student participation requirements for the Standardized Testing and Reporting (STAR) testing. Although your school did not meet all of its growth targets, I wish to acknowledge the efforts of your parents, students, and every member of your staff to increase the academic achievement of all students.

Option 4

This month, your school received its 2001–2002 Academic Performance Index (API) growth report, along with every school in the district. Although your school did not meet its growth targets, we wish to acknowledge the efforts of your parents, students, and every member of your staff to increase the academic achievement of all students. We must strive to meet our growth targets for next year.

The API Index measures the academic performance of public schools throughout the state and sets targets for annual improvement, based on scores from the STAR Program. The API is the cornerstone of California's Public Schools Accountability Act (PSAA), signed into law in spring 1999. Individual students do not receive an API, but their scores are combined to produce an API at the school level.

In January 2002, your school received its 2001 API report based on spring 2001 testing. In October, you received your 2001–2002 API growth report. The API growth reports included:

- the 2001 API base score
- the school's 2002 API growth score
- the 2001–2002 growth target
- actual growth
- whether growth targets were met
- the school's eligibility for the Governor's Performance Award

An API and growth report for all numerically significant subgroups at your school also were included.

Option 2 This school year gives you the opportunity to meet the new eligibility requirements for awards as you continue to assist all students in their efforts to reach academic goals.

Option 3 & 4

This forthcoming school year gives you the opportunity to meet growth targets and/or participation criteria for 2002–2003. Your school may become eligible for future monetary awards through the Governor's Performance Award (GPA) and/or the Certificated Staff Performance Incentive Act when state funds become available.

Information about the PSAA, API results, and the awards program can be found on the Internet at <http://www.cde.ca.gov/psaa>.

The District Board of Education and I wish to commend your entire staff for working so hard to improve your school's academic performance. (If you are planning a districtwide recognition event, you may want to insert information about it here.) We appreciate your ongoing support as we work together to provide the very best possible educational program for all of our children.

INFORMATION FOR PARENTS

Sample School/Home Newsletter Insert

Sample Letter to Parents

Sample Parent Brochure

— Reporting the Academic Performance Index Growth

SAMPLE SCHOOL/HOME NEWSLETTER INSERT

The content of this newsletter insert is written for schools that meet all eligibility requirements for awards through the API-based awards programs. Principals of schools not meeting all of the requirements can refer to various content options shown for the “Sample Letter to Parents” to see what might be written. Statements concerning awards eligibility should note the lack of budgeted funds for API awards at this time.

_____ School has met (exceeded) its 2001–2002 Academic Performance Index (API) growth targets for the school as a whole and for each student subgroup. In addition, the school met its student participation requirements and grew at least five points schoolwide and at least four points for each subgroup. This means that the school is eligible for the Governor’s Performance Award (GPA) and also may be eligible for the Certificated Staff Performance Incentive Act award. Funding for these awards, however, is not available at this time but may be available in the future.

The API measures the academic performance of public schools throughout the state and sets targets for annual improvement. The growth targets are based on scores from the Standardized Testing and Reporting (STAR) program. The API is the cornerstone of California’s Public Schools Accountability Act (PSAA), signed into law in spring 1999. Individual students do not receive an API, but their scores are combined to produce an API at the school level.

In January 2002, our school received its 2001 API report, based on spring 2001 testing. In October, the school received its 2001–2002 API growth report based on spring 2002 testing. The API growth reports included:

- the 2001 API base score
- the school’s 2002 API growth score
- the 2001–2002 growth target
- the 2001–2002 actual growth
- whether growth targets were met
- the school’s eligibility for the Governor’s Performance Award

An API and growth results for all numerically significant subgroups at the school also were included.

A parent information meeting has been scheduled for _____ (date) from _____ to _____ to look at the school’s 2001–2002 API growth results and respond to questions about this important accountability program. Ways that parents can become actively involved in ongoing efforts to improve the academic achievement of all students will be discussed at that time.

Information about the PSAA, API results, and the awards program can be found at <http://www.cde.ca.gov/psaa> on the Internet.

SAMPLE LETTER TO PARENTS

Sample Principal's Letter to Parents

This letter is intended for use with the sample parent brochures. Principals may want to use the “Update on the PSAA” on page 3 or selected questions and answers about API Growth and Awards at parent information meetings. Statements concerning awards eligibility should note the lack of budgeted funds for API awards at this time.

Dear Parents or Guardians:

Option 1

I am pleased to announce that our school has met its 2001–2002 Academic Performance Index (API) growth targets for the school as a whole and for each student subgroup. We also met student participation requirements. In addition, our school grew at least five points schoolwide and four points for each subgroup. Because of this tremendous accomplishment, our school is eligible to receive the Governor's Performance Award (GPA) that is based on API growth. Our school may additionally qualify for the Certificated Staff Performance Incentive Act award. Funding for these awards, however, is not available at this time but may be available in the future.

Option 2

Our school staff, students, and parents are to be commended for reaching (exceeding) our 2001–2002 API growth targets schoolwide and for each subgroup. Legislation requires that schools show a schoolwide growth of five points and a four point growth for each subgroup to be eligible for API-based awards, and that did not occur.

Option 3

This month, our school received its 2001–2002 Academic Performance Index (API) growth report. Results show that our school met (exceeded) its schoolwide growth target but did not meet student subgroup growth targets and/or student participation requirements for the Standardized Testing and Reporting (STAR) Program. Although our school did not meet all of its targets, I'm proud of the efforts our parents, students, and staff have made to increase the academic achievement of all students.

Option 4

This month, our school received its 2001–2002 Academic Performance Index (API) growth report, along with every school in the district. Although our school did not meet its 2001–2002 growth targets, I am proud of the efforts our parents, students, and staff have made to increase the academic achievement of all students. We must strive to meet our growth targets for next year.

The API is the cornerstone of California's Public Schools Accountability Act (PSAA), signed into law in spring 1999. The API measures the academic performance of each public school throughout the state, sets targets for annual improvement and determines if growth targets have been met. Results of the Standardized Testing and Reporting (STAR) Program have been used to calculate the API for the past three years. Individual students

do not receive an API, but their scores are combined to produce an API at the school level.

In January 2002, our school received its 2001 API base report based on spring 2001 testing. This October, we received our 2001–2002 API growth report based on spring 2002 testing. The API growth reports included:

- the 2001 API base score
- the school's 2002 API growth score
- the 2001–2002 growth target
- the 2001–2002 actual growth
- whether growth targets were met
- the school's eligibility for the Governor's Performance Award

We also received API and growth reports for all numerically significant subgroups of students at our school.

Option 2

We look forward to this coming year and the opportunity to meet the new growth requirements and become eligible for awards. It will take everyone involved in our students' education to accomplish this ambitious goal.

Option 3 & 4

This forthcoming school year gives us the opportunity to meet growth targets and/or participation requirements for 2002–2003. If we are successful, our school may become eligible for monetary awards next year.

The attached brochure provides more detail about the PSAA and the 2001–2002 API growth results. We will be scheduling a parent information meeting on _____ (date) from _____ to _____ to look at our school's 2001–2002 API results and respond to your questions about this important program. We also will discuss how you can become actively involved in continuing efforts to improve our school's academic performance.

Information about the PSAA, API results and the awards program can be found at <http://www.cde.ca.gov/psaa> on the Internet.

Thank you for your continuing support as we work together to help all of our students learn.

REPORTING THE ACADEMIC PERFORMANCE INDEX GROWTH

SAMPLE PARENT BROCHURE

California schools focus on academic growth for all students

In October 2002, California public schools received their 2001–2002 academic growth reports. These reports complete the third reporting cycle for the state’s school accountability system authorized by the Public Schools Accountability Act of 1999 (PSAA).

The central focus of the PSAA is growth. It is based on an Academic Performance Index (API). This index measures each school’s academic performance, sets growth targets for improvement, and determines if the targets are met. Schools that reach their target may be eligible for awards. Schools that do not meet their targets may be eligible for interventions or subject to sanctions.

Reporting the **A**cademic **P**erformance **I**ndex Growth and Awards

2001–2002



October 2002

Prepared by the
Policy and Evaluation Division
California Department of Education

What is the API?

The API is a numeric index or scale that ranges from a low of 200 to a high of 1000. The state set 800 as the interim API score that schools should strive to meet. Schools that fall short of 800 are required to meet annual growth targets until their goal is achieved. Schools that already meet or exceed the 800 API should continue working to improve the academic performance of all students.

What was used to calculate the API for 2001 and 2002?

Results of the Stanford 9 test and California Standards Test in English-Language Arts, given each spring as part of the state's Standardized Testing and Reporting (STAR) program, were used to calculate a school's API for the 2001 Base and 2002 Growth.

What does the 2001–2002 growth report include?

This report includes each school's 2001 and 2002 API scores, the 2001–2002 growth target and actual growth, whether the target was met, and the school's eligibility for awards. The report also includes the same type of information for subgroups of students at the school.

Do districts receive APIs and growth scores?

No. Only schools receive API and growth reports. The focus of the Accountability System is to improve student academic achievement at every school.

What happens to schools that meet their growth targets?

Schools that meet or exceed their growth targets may be eligible to receive monetary awards through the Governor's Performance Award program. To be eligible for these awards, schools also must show that they met student participation rate requirements.

What happens to schools that do not meet their growth targets?

Schools that do not meet their growth targets may be eligible to receive special assistance through the Immediate Intervention/Underperforming Schools Program (II/USP). If schools continue not to meet their growth targets, they may be subject to local or state sanctions.

Does the API affect my student's progress in school?

No. The API is part of a state accountability system for schools, not individual students. As students increase their achievement on the STAR Program test, however, the school's score on the API will improve.

Where can parents go for more information?

Parents should direct their questions about the PSAA or the 2001–2002 API growth reports to the principal or other school administrators. Further information can be found at <http://www.cde.ca.gov/psaa> on the Internet.

API Reporting Cycle 2001–2002

January 2002	2001 Base Year Report – includes 2001 API, based on 2001 STAR test results for schools
October 2002	2002 Growth Report – reports API growth, based on difference between 2001 and 2002 STAR results for schools



CALCULATING 2001 TO 2002 GROWTH IN THE API

Calculating the 2002 Growth API

Elementary School (Grades 2-6)

Middle School (Grades 7-8)

High School (Grades 9-11)

Calculating 2001-2002 API Growth Targets

Schoolwide

Subgroups

Calculating 2001-2002 API Growth

Schoolwide

Subgroups

School Worksheets

CALCULATING THE 2002 GROWTH API

2002 Growth API: Elementary School (Grades 2–6)

The 2002 Academic Performance Index (API) Growth for an elementary school is calculated in exactly the same fashion with exactly the same components and weights as the 2001 API Base. The 2002 API Growth is derived from two sources of a school's 2002 Standardized Testing and Reporting (STAR) results: Stanford 9 scores in reading, language, spelling, and mathematics for grades 2–6 and California Standards Test in English-Language Arts (CST ELA) scores for grades 2–6. Schools must have valid STAR test scores from at least 100 pupils to obtain an API score. Small schools must have valid STAR scores from between 11 and 99 pupils to obtain a small schools API (an API with an asterisk).

Stanford 9 Inclusion/Exclusion Rules

1. The Stanford 9 portion of a pupil record was excluded if the test administration accommodations for the pupil was more than one grade out of level (e.g., a sixth grader tested lower than 5th grade or higher than 7th grade).
2. The Stanford 9 portion of a pupil record was excluded if any of the following 11 test administration accommodations were marked “yes” for all Stanford 9 content areas:

Presentation

- Braille
- Directions translated
- Other

Response

- Marked answers in test booklet
- Scribe marked answer document
- Other

Timing/Scheduling

- Additional time
- Additional breaks
- Other

Use of Aids

- Bilingual dictionary
- Other

3. A particular content area of a Stanford 9 record was excluded if the percentile rank for that content area was not between 1 and 99.

4. A particular content area of a Stanford 9 pupil record was excluded if any of the following 11 test administration accommodations were marked “yes” for that Stanford 9 content area:

Presentation

- Questions read aloud or signed
- Directions translated
- Other

Response

- Marked answers in test booklet
- Scribe marked answer document
- Other

Timing/Scheduling

- Additional time
- Additional breaks
- Other

Use of Aids

- Bilingual dictionary
- Other

Additionally, the Math content area of a Stanford 9 pupil record was excluded if “Calculator/math tables” was marked “yes” for Stanford 9 Math.

California Standards Test Inclusion/Exclusion Rules

Results from the CST ELA are included in the API regardless of accommodations. CST ELA results from any student who takes the CST ELA “below level” will be counted as far below basic.

Mobility Exclusion Rules

In order to comply with the provisions of the PSAA regarding student mobility, both Stanford 9 and CST ELA results are excluded from the API if the pupil first attended the district in the current year as indicated on the STAR answer document. An exception is made for a student new to a district who has followed a normal matriculation pattern.

Stanford 9 Results

- Step 1:** For the Stanford 9 results, determine the percentage of pupils scoring within prescribed performance bands for a particular content area, in this case for reading. In this example, 13% of the school's pupils score in Performance Band 5 (between the 80–99th NPR) in reading.
- Step 2:** For each performance band, multiply the Weighting Factor by the Percent of Pupils in Each Band to obtain the Weighted Score in Each Band. In this example for Reading, the Weighted Score for pupils scoring in Performance Band 5 (between the 80–99th NPR) is 130.

Stanford 9			Reading	
A		B	C	D
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B × C)
5	80-99th NPR	1000	13%	130.00
4	60-79th NPR	875	20%	175.00
3	40-59th NPR	700	29%	203.00
2	20-39th NPR	500	20%	100.00
1	1-19th NPR	200	18%	36.00

NPR = National Percentile Rank

- Step 3:** Repeat Steps 1 through 2 for each remaining content area.

Stanford 9			Language		Spelling		Mathematics	
A		B	E	F	G	H	I	J
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B × E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B × G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B × I)
5	80-99th NPR	1000	17%	170.00	12%	120.00	19%	190.00
4	60-79th NPR	875	20%	175.00	19%	166.25	30%	262.50
3	40-59th NPR	700	30%	210.00	32%	224.00	22%	154.00
2	20-39th NPR	500	19%	95.00	24%	120.00	16%	80.00
1	1-19th NPR	200	14%	28.00	13%	26.00	13%	26.00

- **Step 4:** Sum the weighted scores across performance bands to obtain the Indicator Score. In this example, the total Indicator Score is 644.
- **Step 5:** Multiply the Indicator Score by its Indicator Weight to obtain the Total Weighted Score for Indicator ($a \times b = c$). In this example for reading, the Total Weighted Score for the Indicator is 77.28.

Stanford 9			Reading	
A		B	C	D
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)
5	80-99th NPR	1000	13%	130.00
4	60-79th NPR	875	20%	175.00
3	40-59th NPR	700	29%	203.00
2	20-39th NPR	500	20%	100.00
1	1-19th NPR	200	18%	36.00

- a Indicator Score
b Indicator Weight
c Total Weighted Score for Indicator:

a	644.00
x	12%
b	
=	77.28
c	

NPR = National Percentile Rank

- **Step 6:** Repeat Steps 4 and 5 for each remaining content area.

Reading		Language		Spelling		Mathematics	
C	D	E	F	G	H	I	J
Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
13%	130.00	17%	170.00	12%	120.00	19%	190.00
20%	175.00	20%	175.00	19%	166.25	30%	262.50
29%	203.00	30%	210.00	32%	224.00	22%	154.00
20%	100.00	19%	95.00	24%	120.00	16%	80.00
18%	36.00	14%	28.00	13%	26.00	13%	26.00

a	644.00		678.00		656.25		712.50
x	12%		6%		6%		40%
b							
=	77.28	+	40.68	+	39.38	+	285.00
c							

California Standards Test in English-Language Arts Results

- **Step 7:** For the California English-Language Arts Standards Test (CST ELA) results, determine the percentage of pupils scoring within prescribed performance levels. In this example, 9% of the school's pupils score in the Advanced performance level.

California Standards Test			English-Language Arts	
A		B	C	D
Performance Levels		Weighting Factors	Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)
5	Advanced	1000	9%	90.00
4	Proficient	875	22%	192.50
3	Basic	700	33%	231.00
2	Below Basic	500	22%	110.00
1	Far Below Basic	200	14%	28.00

a Indicator Score

b Indicator Weight

c Total Weighted Score for Indicator

a
x
b
=
c

651.50
36%
234.54

- **Step 8:** For each performance level, multiply the Weighting Factor by the Percent of Pupils in Each Level to obtain the Weighted Score in Each Level. In this example, the Weighted Score for pupils scoring in the Advanced level is 90.
- **Step 9:** Sum the weighted scores across performance levels to obtain the Indicator Score. In this example, the Indicator Score is 651.50.
- **Step 10:** Multiply the Indicator Score by its Indicator Weight to obtain the Total Weighted Score for Indicator ($a \times b = c$). In this example, the Total Weighted Score for Indicator for the CST ELA is 234.54.

Scale Calibration Factor (SCF)

- **Step 11:** Obtain the Scale Calibration Factor (SCF) for the elementary school type (grades 2–6) determined by the California Department of Education for the 2002 API Growth. The SCF for the 2002 API Growth is the same value used for the 2001 API Base, +.59.

2002 API Growth
Scale Calibration Factor (SCF)
Grades 2–6

+.59

Sum to Obtain 2002 API Growth

- **Step 12:** Sum the Total Weighted Scores for indicators and the SCF. The sum will be the 2002 API Growth for the school.

California Standards Test (CST)			English-Language Arts (ELA)	
A		B	C	D
Performance Levels		Weighting Factors	Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)
5	Advanced	1000	9%	90.00
4	Proficient	875	22%	192.50
3	Basic	700	33%	231.00
2	Below Basic	500	22%	110.00
1	Far Below Basic	200	14%	28.00

a Indicator Score	a	651.50	
b Indicator Weight	b	36%	
c Total Weighted Score for Indicator	c	234.54	+

Stanford 9		English-Language Arts (ELA)									
A		Reading		Language		Spelling		Mathematics			
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)	
5	80-99th NPR	1000	13%	130.00	17%	170.00	12%	120.00	19%	190.00	
4	60-79th NPR	875	20%	175.00	20%	175.00	19%	166.25	30%	262.50	
3	40-59th NPR	700	29%	203.00	30%	210.00	32%	224.00	22%	154.00	
2	20-39th NPR	500	20%	100.00	19%	95.00	24%	120.00	16%	80.00	
1	1-19th NPR	200	18%	36.00	14%	28.00	13%	26.00	13%	26.00	

a Indicator Score	a	644.00		678.00		656.25		712.50		Scale Calibration Factor*	2002 API Growth
b Indicator Weight	b	12%		6%		6%		40%			
c Total Weighted Score for Indicator:	c	77.28	+	40.68	+	39.38	+	285.00	+	+.59	= 677

Additional Calculation Rules:

- The API is the sum of the Indicator Scores and SCF rounded to the nearest whole number.
- The API for schools with grade configurations that include both grades 6 and 7 or 8 and 9 is the average of the APIs for the grade configuration segments weighted by the number of pupils with valid STAR scores in the segments. For example, for a K–8 school, the API is the weighted average of the APIs for grades 2–6 and grades 7–8.

Example: 2002 API Growth for an Elementary School (Grades 2-6)

California Standards Test (CST)		
A	B	
Performance Levels		Weighting Factors
5	Advanced	1000
4	Proficient	875
3	Basic	700
2	Below Basic	500
1	Far Below Basic	200

English-Language Arts (ELA)		
C	D	
Percent of Pupils in Each Level		Weighted Score in Each Level (B x C)
9%		90.00
22%		192.50
33%		231.00
22%		110.00
14%		28.00

ELA	Math
Content area weights, Stanford 9	24%
Content area weights, CST	36%
Portion of API	60%
	40%

a Indicator Score

b Indicator Weight

c Total Weighted Score for Indicator

a	651.50
x	
b	36%
=	
c	234.54

+

English-Language Arts (ELA)		
-----------------------------	--	--

Stanford 9		
A	B	
Performance Bands		Weighting Factors
5	80-99th NPR	1000
4	60-79th NPR	875
3	40-59th NPR	700
2	20-39th NPR	500
1	1-19th NPR	200

Reading		
C	D	
Percent of Pupils in Each Band		Weighted Score in Each Band (B x C)
13%		130.00
20%		175.00
29%		203.00
20%		100.00
18%		36.00

Spelling		
G	H	
Percent of Pupils in Each Band		Weighted Score in Each Band (B x G)
12%		120.00
19%		166.25
32%		224.00
24%		120.00
13%		26.00

Mathematics		
I	J	
Percent of Pupils in Each Band		Weighted Score in Each Band (B x I)
19%		190.00
30%		262.50
22%		154.00
16%		80.00
13%		26.00

a Indicator Score

b Indicator Weight

c Total Weighted Score for Indicator:

a	644.00
x	
b	12%
=	
c	77.28

678.00	
6%	
40.68	

+

656.25	
6%	
39.38	

+

712.50	
40%	
285.00	

+

2002	
API	
Growth	
Scale Calibration Factor*	+ .59
	+
	=
	677

* This Scale Calibration Factor (SCF) is for illustrative purposes only.

Note: Numbers in italics are fixed. All other numbers are dependent upon school data.

2002 Growth API: Middle School (Grades 7–8)

The methodology for calculating the 2002 API Growth for a middle school (grades 7–8) is the same as the methodology used for an elementary school except that the Scale Calibration Factor (SCF) will be different. Apply the same inclusion/exclusion and calculation rules as that for elementary schools.

Stanford 9 Results

- **Step 1:** For the Stanford 9 results, determine the percentage of pupils scoring within prescribed performance bands for a content area, i.e., reading.
- **Step 2:** For each performance band, multiply the Weighting Factor by the Percent of Pupils in Each Band to obtain the Weighted Score in Each Band.
- **Step 3:** Repeat Steps 1 and 2 for each remaining content area, i.e., language, spelling, mathematics.
- **Step 4:** Sum the weighted scores across performance bands to obtain the Indicator Score for a content area, i.e., reading.
- **Step 5:** Multiply the Indicator Score by its Indicator Weight to obtain Total Weighted Score for Indicator.
- **Step 6:** Repeat Steps 4 and 5 for each remaining content area, i.e., language, spelling, mathematics.

California Standards Test in English-Language Arts Results

- **Step 7:** For the California English-Language Arts Standards Test (CST ELA) results, determine the percentage of pupils scoring within prescribed performance levels.
- **Step 8:** For each performance level, multiply the Weighting Factor by the Percent of Pupils in Each Level to obtain the Weighted Score in Each Level.
- **Step 9:** Sum the weighted scores across performance levels to obtain the Indicator Score.
- **Step 10:** Multiply the Indicator Score by its Indicator Weight to obtain the Total Weighted Score for Indicator.

Scale Calibration Factor (SCF)

- **Step 11:** Obtain the Scale Calibration Factor (SCF) for the middle school type (grades 7–8) determined by the California Department of Education for the 2002 API Growth. The SCF for the 2002 API Growth is the same value used for the 2001 API Base, -1.75 .

Sum to Obtain 2002 API Growth

- **Step 12:** Sum the Total Weighted Scores for Indicators and the SCF. The sum will be the 2002 API Growth for the school.

Example: 2002 API Growth for a Middle School (Grades 7-8)

California Standards Test (CST)		
A	B	
Performance Levels	Weighting Factors	
5 Advanced	1000	
4 Proficient	875	
3 Basic	700	
2 Below Basic	500	
1 Far Below Basic	200	

English-Language Arts (ELA)		
C	D	
Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)	
9%	90.00	
23%	201.25	
34%	238.00	
20%	100.00	
14%	28.00	

ELA	Math
Content area weights, Stanford 9	40%
Content area weights, CST	36%
Portion of API	40%

a Indicator Score

a	657.25
x	
b	36%
=	
c	236.61

b Indicator Weight

c Total Weighted Score for Indicator

+

English-Language Arts (ELA)

Stanford 9		
A	B	
Performance Bands	Weighting Factors	
5 80-99th NPR	1000	
4 60-79th NPR	875	
3 40-59th NPR	700	
2 20-39th NPR	500	
1 1-19th NPR	200	

Reading		
C	D	
Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	
6%	60.00	
26%	227.50	
33%	231.00	
20%	100.00	
15%	30.00	

Spelling		
G	H	
Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	
11%	110.00	
23%	201.25	
24%	168.00	
20%	100.00	
22%	44.00	

Mathematics		
I	J	
Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)	
16%	160.00	
25%	218.75	
22%	154.00	
21%	105.00	
16%	32.00	

a Indicator Score

a	648.50
x	
b	12%
=	
c	77.82

b Indicator Weight

c Total Weighted Score for Indicator:

2002

API

Growth

Scale

Calibration

Factor*

669.75
40%
267.90

=

659

* This Scale Calibration Factor (SCF) is for illustrative purposes only.

Note: Numbers in italics are fixed. All other numbers are dependent upon school data.

2002 Growth API: High School (Grades 9–11)

For high schools, grades 9–11, the 2002 Academic Performance Index (API) Growth is derived from the 2002 Stanford 9 scores in reading, language, mathematics, science, and social science and the 2002 California English-Language Arts Standards Test scores. Schools must have valid Standardized Testing and Reporting (STAR) test scores from at least 100 pupils to obtain an API score. Small schools must have valid STAR scores from between 11 and 99 pupils to obtain a small schools API (an API with an asterisk).

The methodology for calculating the 2001 API Base for a high school (grades 9–11) is the same as the methodology used for an elementary or middle school except that the content areas tested, Indicator Weights, and Scale Calibration Factor (SCF) are different. Apply the same inclusion/exclusion and calculation rules as that for elementary and middle schools.

Stanford 9 Results

- **Step 1:** For the Stanford 9 results, determine the percentage of pupils scoring within prescribed performance bands for a content area, i.e., reading.
- **Step 2:** For each performance band, multiply the Weighting Factor by the Percent of Pupils in Each Band to obtain the Weighted Score in Each Band.
- **Step 3:** Repeat Steps 1 and 2 for each remaining content area, i.e., language, mathematics, science, and social science.
- **Step 4:** Sum the weighted scores across performance bands to obtain the Indicator Score for a content area, i.e., reading.
- **Step 5:** Multiply the Indicator Score by its Indicator Weight to obtain Total Weighted Score for Indicator.
- **Step 6:** Repeat Steps 4 and 5 for each remaining content area, i.e., language, mathematics, science, and social science.

California Standards Test in English-Language Arts Results

- **Step 7:** For the California English-Language Arts Standards Test (CST ELA) results, determine the percentage of pupils scoring within prescribed performance levels.
- **Step 8:** For each performance level, multiply the Weighting Factor by the Percent of Pupils in Each Level to obtain the Weighted Score in Each Level.
- **Step 9:** Sum the weighted scores across performance levels to obtain the Indicator Score.
- **Step 10:** Multiply the Indicator Score by its Indicator Weight to obtain the Total Weighted Score for Indicator.

Scale Calibration Factor (SCF)

- **Step 11:** Obtain the Scale Calibration Factor (SCF) for the high school type (grades 9–11) determined by the California Department of Education for the 2002 API Growth. The SCF for the 2002 API Growth is the same value used for the 2001 API Base, -10.58 .

Sum to Obtain 2002 API Growth

- **Step 12:** Sum the Total Weighted Scores for Indicators and the SCF. The sum will be the 2002 API Growth for the school.

Example: 2002 API Growth for a High School (Grades 9–11)

California Standards Test (CST)			English-Language Arts (ELA)		
A		B	C	D	
Performance Levels		Weighting Factors	Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)	
5	Advanced	1000	9%	90.00	
4	Proficient	875	20%	175.00	
3	Basic	700	32%	224.00	
2	Below Basic	500	23%	115.00	
1	Far Below Basic	200	16%	32.00	

Content area weights, Stanford 9			ELA	Math	Sci
			16%	20%	20%
Content area weights, CST			24%		
Portion of API			40%	20%	20%

a Indicator Score

b Indicator Weight

c Total Weighted Score for Indicator

a x b = c

636.00 x 24% = 152.64

+

Stanford 9			English-Language Arts (ELA)		
A		B	Reading	Language	
Performance Bands		Weighting Factors	C	D	
			Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	
5	80-99th NPR	1000	9%	90.00	
4	60-79th NPR	875	17%	148.75	
3	40-59th NPR	700	23%	161.00	
2	20-39th NPR	500	23%	115.00	
1	1-19th NPR	200	28%	56.00	

Mathematics			Science		
			G	H	
			Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	
			21%	210.00	
			21%	183.75	
			20%	140.00	
			19%	95.00	
			19%	38.00	

Social Science			Social Science		
			I	J	
			Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)	
			11%	110.00	
			24%	210.00	
			28%	196.00	
			19%	95.00	
			18%	36.00	

2002 API Growth

Scale Calibration Factor* = -10.58

647.00 x 20% = 129.40

129.40 + -10.58 = 629

* This Scale Calibration Factor (SCF) is for illustrative purposes only.
Note: Numbers in *italics* are fixed. All other numbers are dependent upon school data.

CALCULATING 2001–2002 API GROWTH TARGETS

2001–2002 Schoolwide Growth Target

The 2001–2002 schoolwide growth target is calculated as 5% of the distance between a school's 2001 API Base and the statewide interim performance target of 800 and rounded to the nearest whole number. The target is based on the school's 2001 API Base.

- **Step 1:** To calculate the growth target for a school with an API Base below 800, first find the distance between the school's 2001 API Base and the statewide target. In this example, $800 \text{ minus } 679 = 121$.
- **Step 2:** To obtain the growth target, multiply the result of Step 1 by 5%. This result is rounded to the nearest whole number. In this example, $121 \text{ times } 5\% = 6$.
- **Step 3:** To obtain the school's 2002 performance target (i.e., API Target), add the 2001 API to the Growth Target. In this example, $679 + 6 = 685$.

School Scores			
A	B	C	D
School's 2001 API Base	Distance Between 2001 API Base and Statewide Target of 800 ($800 - A$)	2001–2002 Growth Target: 5% of Distance to Statewide Target ($B \times 5\%$)	Performance Target for 2002 ($A + C$)
679	121	6	685

Note: For any school with a 2001 API Base below 800, the minimum growth target is at least 1 point. Any school with a 2001 API Base of 800 or more must maintain an API of at least 800 in order to meet its growth target.

2001-2002 Subgroup Growth Targets

Subgroup Growth Targets for Comparable Improvement

The API shall be used to demonstrate comparable improvement in academic achievement by all numerically significant ethnic and socioeconomically disadvantaged subgroups within schools. “Numerically significant” means the subgroup has (1) at least 30 pupils with valid STAR scores and at least 15% of a school's tested enrollment or (2) at least 100 pupils with valid STAR scores (even if less than 15% of the school's tested enrollment). A “socioeconomically disadvantaged” pupil is a pupil neither of whose parent has received a high school diploma **or** a pupil who participates in the free or reduced price lunch program. The subgroup growth target will be calculated for each subgroup as 80% of the schoolwide growth target.

- **Step 1:** Determine which subgroups in the school are numerically significant for 2001. In this example, the African American, Hispanic, and White ethnic groups and the socioeconomically disadvantaged pupil population are numerically significant subgroups within this school.

School Populations	Valid 2001 Stanford 9 Pupil Test Scores	Percent of total	Is the subgroup numerically significant?
Schoolwide	534	100%	n/a
Subgroups			
• African American (not of Hispanic origin)	120	23%	yes
• American Indian or Alaska Native	2	0%	no
• Asian	57	11%	no
• Filipino	3	0%	no
• Hispanic or Latino	149	28%	yes
• Pacific Islander	77	14%	no
• White (not of Hispanic origin)	110	21%	yes
• Socioeconomically disadvantaged	205	38%	yes

- Step 2:** Determine the 2001 API Base for each subgroup. The subgroup APIs are calculated in the same way as the schoolwide APIs. **The Scale Calibration Factor (SCF) for each subgroup API is the same as the SCF for the schoolwide API.** In this example, the subgroup API for African American is 740, for Hispanic is 748, for White is 658, and for Socioeconomically disadvantaged is 587.
- Step 3:** The growth target for each numerically significant subgroup is 80% of the schoolwide target. Multiply 80% by the schoolwide target. The result is rounded to the nearest whole number. In this example the schoolwide target is 6; therefore, $80\% \times 6 = 5$.

	School and Subgroup Scores			
	A	B	C	D
	2001 API Base	Schoolwide Target: 5% Distance to Statewide Target $((800 - A) \times 5\%)$	Subgroup Growth Target: 80% of Schoolwide Target $(B \times 80\%)$	Performance Target for 2002 $(A + C)$
Schoolwide	679	6		
Numerically Significant Subgroups				
• African American (not of Hispanic origin)	740		5	745
• Hispanic or Latino	748		5	753
• White (not of Hispanic origin)	658		5	663
• Socioeconomically disadvantaged	587		5	592

Note: A subgroup in a school with a 2001 API Base between 781 and 799 will have a growth target of 1. Regardless of the schoolwide API, a subgroup with a 2001 API Base of 800 or more must maintain an API of at least 800 in order to meet its subgroup growth target. In a school with a 2001 API Base of 800 or more, any numerically significant subgroup with a 2001 API Base of less than 800 must improve by at least 1 point in order to meet its subgroup growth target. If 80% of the schoolwide target results in a subgroup target that is greater than the distance from the subgroup API to 800, the subgroup target equals the distance of the subgroup API to 800.

CALCULATING 2001–2002 API GROWTH

2001–2002 Schoolwide Growth

A school's growth in the API is the amount of actual gain or loss a school makes in its API score in a year. The 2001–2002 growth for a school is determined by subtracting its 2001 API (Base) from its 2002 API (Growth). If a school does not have a 2001 API Base, it will not receive a growth score.

- **Step 1:** To calculate the schoolwide growth for a school, subtract the 2001 API (Base) from the 2002 API (Growth). In this example, the school's growth is 573 minus 555 = 18.
- **Step 2:** To obtain the growth target for a school below an API of 800, subtract the 2001 API (Base) from 800 and multiply the result by 5%. In this example, 800 minus 555 is 245, and 245 times 5% = 12.
- **Step 3:** If the school's growth is equal to or greater than its schoolwide growth target, it has met or exceeded its growth target. In this example, the school met its growth target because its growth exceeded its target by 6 points.

School Scores				
A	B	C	D	E
School's 2002 API (Growth)	School's 2001 API (Base)	2001-2002 Growth (A - B)	Growth Target: 5% of Distance to Statewide Target ((800-B) x 5%)	Met Growth Target?
573	555	18	12	Yes

Note: For any school with a 2001 API below 800, the minimum growth target is at least 1 point. Any school with a 2001 API of 800 or more must maintain an API of at least 800 in order to meet its growth target. **To be eligible for the GPA funds, schools must meet or exceed their API growth targets or increase by 5 points, whichever is greater, and must meet or exceed their API subgroup growth targets or increase by 4 points, whichever is greater.**

2001-2002 Subgroup Growth

Subgroup Growth for Comparable Improvement

The API shall be used to demonstrate comparable improvement in academic achievement by all numerically significant ethnic and socioeconomically disadvantaged subgroups within schools. “Numerically significant” means (1) at least 30 pupils and at least 15% of a school’s tested enrollment or (2) at least 100 pupils (even if less than 15%). A “socioeconomically disadvantaged” pupil is a pupil neither of whose parent has received a high school diploma or a pupil who participates in the free or reduced price lunch program. In most cases, the subgroup growth target will be calculated for each subgroup as 80% of the schoolwide growth target.

- **Step 1:** Determine which subgroups in the school were numerically significant for both the 2001 and 2002 STAR tests. In this example, the African American, Hispanic, and White ethnic groups and the socioeconomically disadvantaged pupil population were numerically significant subgroups within the school for both 2001 and 2002.

School Populations	Valid 2001 STAR Pupil Test Scores	Percent of total	Valid 2002 STAR Pupil Test Scores	Percent of Total	Is the subgroup numerically significant in both 2001 and 2002?
Schoolwide	310	100%	326	100%	n/a
Subgroups					
• African American (not of Hispanic origin)	47	15%	53	16%	yes
• American Indian or Alaska Native	0	0%	0	0%	no
• Asian	16	5%	19	6%	no
• Filipino	3	1%	10	3%	no
• Hispanic or Latino	126	41%	179	55%	yes
• Pacific Islander	0	0%	0	0%	no
• White (not of Hispanic origin)	60	19%	62	19%	yes
• Socioeconomically disadvantaged	190	61%	245	75%	yes

Note: A school’s subgroup must be numerically significant in both 2001 and 2002 for the subgroup growth to be calculated.

- **Step 2:** Determine the 2002 API Growth for each subgroup that had a 2001 Base subgroup API. The subgroup APIs are calculated in the same way as the schoolwide APIs. In this example, the 2002 subgroup API Growth for African American is 540, for Hispanic is 539, for White is 603, and for Socioeconomically disadvantaged is 547.
- **Step 3:** To calculate the growth for a subgroup, subtract the 2001 Subgroup API (Base) from the 2002 Subgroup API (Growth). In this example, the African American subgroup's growth was 540 minus 520 = 20.
- **Step 4:** The growth target for each numerically significant subgroup is 80% of the schoolwide target. Multiply 80% by the schoolwide target. In this example, the schoolwide target is 12; therefore, 80% x 12 = 10.
- **Step 5:** If the subgroup's growth is equal to or greater than its growth target, it has met or exceeded its growth target. In this example, the African American sub-group's growth of 20 is greater than its target of 10 and, therefore, has exceeded its target by 10 points.

School and Subgroup Scores						
	A	B	C	D	E	F
	2002 API (Growth)	2001 API (Base)	2001-2002 Growth	Schoolwide Target: 5% Distance to Statewide Target $((800 - B) \times 5\%)$	Subgroup Growth Target: 80% of Schoolwide Target $(D \times 80\%)$	Met Subgroup Growth Target?
Schoolwide	573	555	18	12		
Numerically Significant Subgroups						
• African American (not of Hispanic origin)	540	520	20		10	yes
• Hispanic or Latino	539	523	16		10	yes
• White (not of Hispanic origin)	603	586	17		10	yes
• Socioeconomically disadvantaged	547	528	19		10	yes

Note: All numerically significant subgroups must meet their respective subgroup targets in order for the school to meet its Comparable Improvement target. A subgroup in a school with a 2001 API between 781 and 799 has a growth target of 1 point. Regardless of the schoolwide API, a subgroup with a 2001 API of 800 or more must maintain an API of at least 800 in order to meet its subgroup growth target. In a school with a 2001 API of 800 or more, any numerically significant subgroup with a 2001 API of less than 800 must improve by at least 1 point in order to meet its subgroup growth target. If 80% of the schoolwide target results in a subgroup target that is greater than the distance from the subgroup API to 800, the subgroup target equals the distance to 800. **To be eligible for the GPA funds, schools must meet or exceed their API growth targets or increase by 5 points, whichever is greater, and must meet or exceed their API subgroup growth targets or increase by 4 points, whichever is greater.**

CALCULATING THE ACADEMIC PERFORMANCE INDEX — SCHOOL WORKSHEETS

Calculating 2001 to 2002 Schoolwide Growth in the API

School Scores				
A	B	C	D	E
School's 2002 API (Growth)	School's 2001 API (Base)	2001-2002 Growth (A - B)	Growth Target: 5% of Distance to Statewide Target ((800-B) x 5%)	Met Growth Target?

Determining Comparable Improvement for 2001 to 2002

School Populations	Valid 2001 STAR Pupil Test Scores	Percent of total	Valid 2002 STAR Pupil Test Scores	Percent of Total	Is the subgroup numerically significant in both 2001 and 2002?
Schoolwide		100%		100%	n/a
Subgroups					
• African American (not of Hispanic origin)		%		%	
• American Indian or Alaska Native		%		%	
• Asian		%		%	
• Filipino		%		%	
• Hispanic or Latino		%		%	
• Pacific Islander		%		%	
• White (not of Hispanic origin)		%		%	
• Socioeconomically disadvantaged		%		%	

Determining Comparable Improvement for 2000 to 2001 (continued)

	School and Subgroup Scores						
	A	B	C	D	E	F	G
	2002 API (Growth)	2001 API (Base)	2001-2002 Growth	Schoolwide Target: 5% Distance to Statewide Target $((800 - B) \times 5\%)$	Subgroup Growth Target: 80% of Schoolwide Target $(D \times 80\%)$	Met Subgroup Growth Target?	Met Comparable Improvement Target?
Schoolwide							
Numerically Significant Subgroups							
• African American (not of Hispanic origin)							
• American Indian or Alaska Native							
• Asian							
• Filipino							
• Hispanic or Latino							
• Pacific Islander							
• White (not of Hispanic origin)							
• Socioeconomically disadvantaged							

VALID API, PARTICIPATION RATE, AND FUNDING FOR THE GPA

DETERMINING A VALID API, PARTICIPATION RATE, AND AWARD AMOUNT FOR THE GPA

The California Code of Regulations, Title 5, summaries provided in this section reflect key regulations related to Academic Performance Index (API) award programs. These regulations were adopted by the State Board in November 2001.

What Constitutes a Valid API

	Summary of Selected Sections Title 5, California Code of Regulations Division 1, Chapter 2, Subchapter 4, Article 1.7 Award Programs Linked to API	Number of Years a School is Ineligible for Awards (Section 1032 (e))
Section 1032 (d)	<p>In 2001 and subsequent years, a school's API shall be considered invalid under any of the following circumstances:</p>	
	(1) The local educational agency notifies the California Department of Education (department) that there were adult testing irregularities at the school affecting 5% or more of pupils tested.	2
	(2) The local educational agency notifies the department that the API is not representative of the pupil population at the school.	2
	(3) The local educational agency notifies the department that the school has experienced a significant demographic change in pupil population between the base year and growth year, and that the API between years is not comparable.	1
	(4) The school's proportion of parental waivers compared to its Standardized Testing and Reporting Program (STAR) enrollment, pursuant to Education Code section 60640 et seq., is equal to or greater than 15 percent for the 2000 STAR. For the 2001 STAR and each subsequent STAR, the school's proportion of parental waivers compared to its STAR enrollment is equal to or greater than 10 percent, except when the school's proportion of parental waivers compared to its STAR enrollment is equal to or greater than 10 percent but less than 20 percent. In this case, the department will conduct standard statistical tests to check the representativeness of the school's tested population and review the representatives of the tested population by grade level. If the school passes the check of representativeness, the school's API shall be considered valid. If the school does not pass the check of representativeness, the school's API shall be considered invalid. There shall be no rounding in determining this minimum parental waiver proportion (i.e., 9.99 percent is not 10 percent).	2
	(5) In any content area tested pursuant to Education Code sections 60642 and 60642.5 and included in the API, the school's proportion of the number of test takers in that content area compared with the total numbers of test takers is less than 85 percent. There shall be no rounding in determining the proportion of test-takers in each content area (i.e., 84.99 percent is not 85 percent).	2
	(6) If, at any time, information is made available to or obtained by the department that would lead a reasonable person to conclude that one or more of the preceding circumstances occurred. If after reviewing the information, the department determines that further investigation is warranted, the department may conduct an investigation to determine if the integrity of the API has not been jeopardized. The department may invalidate or withhold the school's API until such time that the department has satisfied itself that the integrity of the API has not been jeopardized.	—

Calculating the Minimum Participation Rate for Awards Eligibility and Determining the Award Amount for the GPA

Summary of Selected Sections

Title 5, California Code of Regulations Division 1, Chapter 2, Subchapter 4, Article 1.7 Award Programs Linked to the API

<p>§ 1032 (i)</p>	<p>For elementary and middle schools, the minimum participation rate for awards programs shall be 95 percent; for high schools, it shall be 90 percent for the 2000 API growth, with the intention of increasing this rate to 95 percent in the future.</p> <p>(3) The participation rate shall be calculated as follows:</p> <p>(A) Divide the total number of test-takers in grades 2-11 at the school site by</p> <p>(B) The total enrollment in grades 2-11 minus the number of pupils exempted from taking the test either by</p> <ul style="list-style-type: none"> • their Individualized Education Program (IEP) pursuant to <i>Education Code</i> Section 60640(e) or • parent waivers pursuant to <i>Education Code</i> Section 60615. <p>(4) For purposes of subdivision (3)(B) above, enrollment shall be determined by the enrollment information collected by the California Department of Education as part of the Standardized Testing and Reporting Program (STAR), pursuant to <i>Education Code</i> Sections 60640 et seq.</p> <p>(5) In the case of pupil testing irregularities, the scores of affected pupils shall be eliminated from the calculations of the school's growth API, although the pupils are counted as tested and shall contribute to the school's participation rate.</p> <p>(6) There shall be no rounding in determining this minimum participation rate (i.e., 94.9 percent does not equal 95 percent).</p>
<p>§ 1033 (a)</p>	<p>(a) Schools that meet the eligibility requirements in 2000–2001 for the Governor's Performance Award Program (GPA) shall receive a per pupil award for each of their eligible pupils. Eligible pupils are those who received a score on any subject matter area test (Total Reading, Total Math, Language, Spelling, Science, or Social Science) of the nationally normed test pursuant to <i>Education Code</i> section 60642 and a score on any standards-based achievement test pursuant to <i>Education Code</i> section 60642.5. A score on the nationally normed test pursuant to <i>Education Code</i> section 60642 can be a percentile, the number correct, a scale score, or a normal curve equivalent. A score on the standards-based achievement test pursuant to <i>Education Code</i> section 60642.5 is defined as the performance level.</p> <p>(b) The amount allocated for this award shall be determined on a prorated basis from the total amount of funding available in the annual State Budget.</p>

Participation Rate and Calculation of GPA

The following chart provides three examples of the minimum participation rate calculation for awards eligibility.

	Example #1	Example #2	Example #3
--	------------	------------	------------

Step 1: Check for 95% or 90% Participation Rate

Must be at or above 0.950000 (elementary or middle schools) or at or above 0.900000 (high schools) to be eligible

A	Total enrollment first day of testing (grades 2-11)	300	300	300
B	Total students tested on STAR (grades 2-11)	280	270	258
C	Total IEP exemptions	5	5	5
D	Total parent waivers	7	6	6
E	Percent participation* B divided by (A less C less D)	0.972222	0.934256	0.892734

Example #1:

$$280/(300 - 5 - 7) = 280/288 = .972222$$

Elementary,
Middle Schools, and
High Schools
Are Eligible

Elementary and
Middle Schools
Not Eligible

All Schools
Not Eligible

The following information can be used in the calculation of the actual award amount for the GPA.

Step 1: Determine the number of Eligible Pupils

Eligible Pupils Those pupils who received a score on any subject matter area test (Total Reading, Total Math, Language, Spelling, Science, or Social Science) of Stanford 9 and a score on any standards-based achievement test of the California Standards Test.	
A score on Stanford 9 can be <ul style="list-style-type: none"> a percentile or the number correct or a scale score or a normal curve equivalent 	A score on the California Standards Test is <ul style="list-style-type: none"> the performance level
Ineligible Pupils <ul style="list-style-type: none"> Pupils exempted from testing by <ul style="list-style-type: none"> their individualized Education Program (IEP) pursuant to <i>Education Code</i> Section 60640(e) parent waivers pursuant to <i>Education Code</i> Section 60615 Pupils that received a test but received no subtest scores on the Stanford 9 or no score on the California Standards Test 	

Step 2: Determine Total Amount of Cash Award

Multiply the number of eligible pupils times a dollar amount up to \$150. The exact dollar amount will be available when the total number of eligible students in the state has been determined.

SAMPLE INTERNET REPORTS FOR 2001 TO 2002 GROWTH

Summary Reports

List of Schools—County Level

List of Schools—District Level

School Report

—Elementary School Example

—High School Example

—Small School Example

Sample Internet Reports for 2001 to 2002 Growth

• List of Schools – County Level

Netscape:

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Netsite: What's Related

California Department of Education
Policy and Evaluation Division

2001-2002 Academic Performance Index (API) Growth Report

List of Schools - County Level

October 17, 2002

County: Orion
C Code: 98

This report only includes schools that were listed on the 2001 API (Base) Report. New schools with 2002 STAR test results will appear on the 2002 API (Base) report.

• [Explanatory Notes for the 2001-2002 API \(Growth\) Report](#) contain more details about the displayed information.
• Select the district name for a District List of Schools
• Select the school name
 ■ for a School Report, or
 ■ for an explanation if no data are printed here

School Type for 2001 API (Base)	STAR		2001 API (Base)	2001- 2002 Growth Target	2001- 2002 Growth	Met Growth Target			
	2002 Percent Tested	2002 API (Growth)				Comparable School- wide	Improve- ment (CI)	Both Schoolwide and CI	Awards Eligible
Polaris Unified									
Elementary Schools									
Big Dipper Elementary	95	780	777	1	3	Yes	Yes	Yes	No
Jupiter Elementary	98	875	873	A	2	Yes	Yes	Yes	No
Sunrise Elementary	100	699	700	10	-1	No	No	No	No
Middle Schools									
Mercury Middle	98	593	572	11	21	Yes	Yes	Yes	Yes
Milky Way Middle	NR	655	645	8	10	Yes	Yes	Yes	N/A
High Schools									
North Star High	94	586	578	11	8	No	No	No	No
Small Schools									
Little Dipper Elementary	100	748*	722*	4	26	Yes	Yes	Yes	N/A
Saturn Unified									
Elementary Schools									
Mars Elementary	96	629	609	10	20	Yes	No	No	B
Pluto Elementary	100	880	839	A	41	Yes	Yes	Yes	Yes

"N/A" means a number is not applicable or not available due to missing data.

"NR" means required enrollment data not reported.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid STAR test scores. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.

"A" means the school scored at or above the interim Statewide Performance Target of 800 in 2001.

"B" means the school is not awards eligible due to Adult Testing Irregularities.

Awards Note - The "Awards Eligible" column requires at least five points schoolwide growth and at least four points growth for each numerically significant subgroup.

Missing schools - some schools in the county may not appear on this list because APIs were not generated for them. Very small schools serving traditional student populations (fewer than 11 pupils with valid STAR test scores), special education schools and centers, and alternative, continuation, community day, court community, and opportunity schools serving high-risk student populations are not in this system. These schools participate in Alternative Schools Accountability Model (ASAM). In addition, schools that had no STAR test results in 2002 will not receive a 2001-2002 API Growth Report or a 2002 API Base Report.

[Download](#) a data file containing the information displayed above.

Sample Internet Reports for 2001 to 2002 Growth

• List of Schools — District Level

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Netsite: What's Related

California Department of Education
Policy and Evaluation Division

2001-2002 Academic Performance Index (API) Growth Report

List of Schools - District Level

October 17, 2002

District: Polaris Unified
County: Orion
CD Code: 98-98765

- [Explanatory Notes for the 2001-2002 API \(Growth\) Report](#) contain more details about the displayed information.
- Select the school name
 - for a School Report, or
 - for an explanation if no data are printed here

District API Summary

	<u>All Schools</u>		<u>Deciles 1 and 2</u>	
	N	%	N	%
Targets Met*	5	72	0	N/A
API Grew, Targets Not Met**	1	14	0	N/A
API Remained Same or Declined Targets Not Met	1	14	0	N/A

Only schools with a valid 2001 API (Base) and a valid 2002 API (Growth) are included in these district and state summaries.

State API Summary

	<u>All Schools</u>		<u>Deciles 1 and 2</u>	
	N	%	N	%
Targets Met*	4119	57	796	56
API Grew, Targets Not Met**	1442	17	346	26
API Remained Same or Declined Targets Not Met	1617	26	211	18

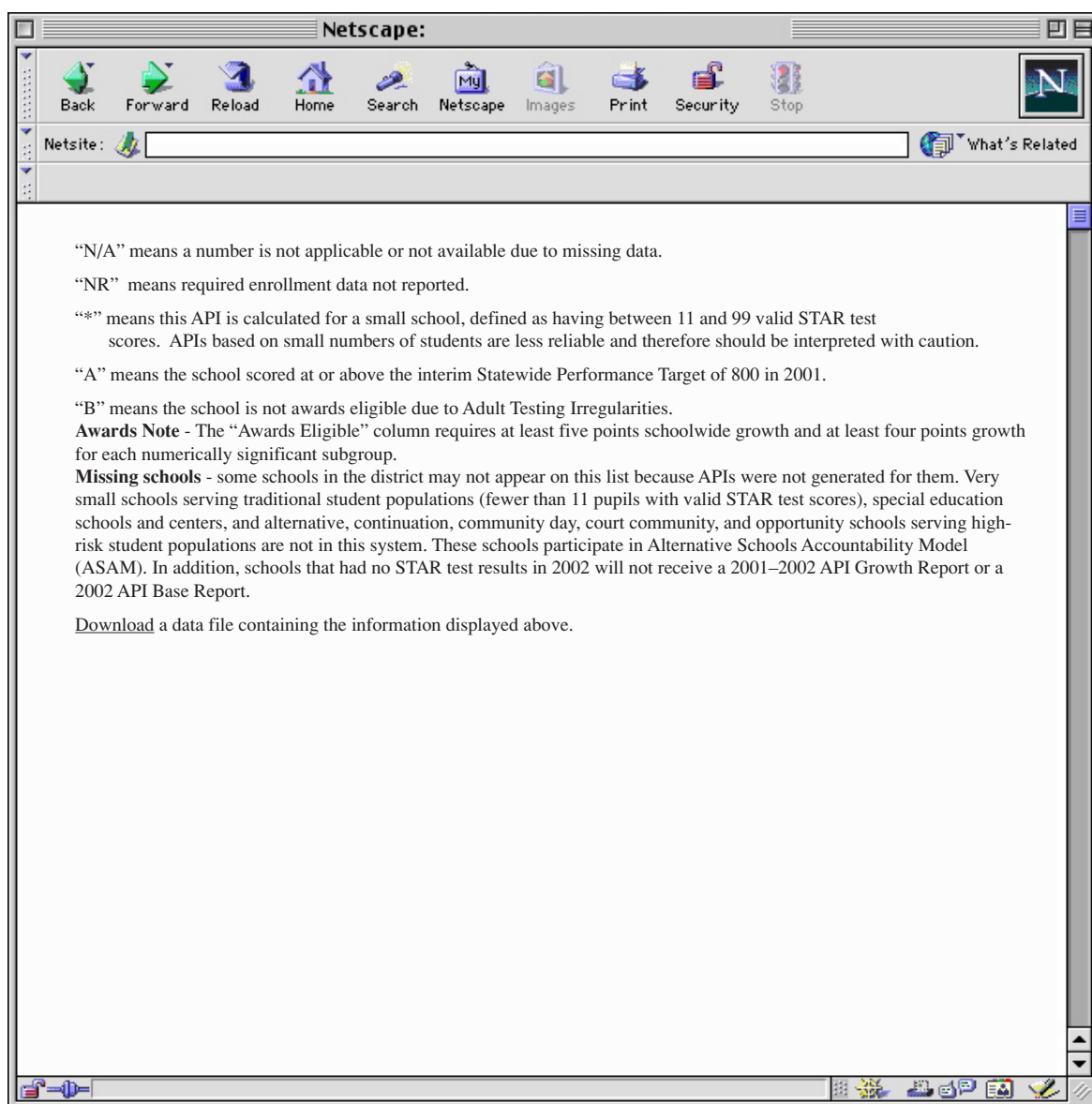
* Includes schools with 2002 Growth APIs of 800 or more.
** Includes schools that met schoolwide 2001-2002 API growth targets but did not meet one or more subgroup targets.

This report only includes schools that were listed on the 2001 API (Base) Report.
New schools with 2002 STAR test results will appear on the 2002 API (Base) report.

School Type for 2001 API (Base)	STAR 2002 Percent Tested	2002 API (Growth)	2001 API (Base)	2001- 2002 Growth Target	2001- 2002 Growth	Met Growth Target			
						School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI	Awards Eligible
Elementary Schools									
Big Dipper Elementary	95	780	777	1	3	Yes	Yes	Yes	No
Jupiter Elementary	98	875	873	A	2	Yes	Yes	Yes	No
Sunrise Elementary	100	699	700	10	-1	No	No	No	No
Middle Schools									
Mercury Middle	98	593	572	11	21	Yes	Yes	Yes	Yes
Milky Way Middle	NR	655	645	8	10	Yes	Yes	Yes	N/A
High Schools									
North Star High	94	586	578	11	8	No	No	No	No
Small Schools									
Little Dipper Elementary	100	748*	722*	4	26	Yes	Yes	Yes	Yes

Sample Internet Reports for 2001 to 2002 Growth

• List of Schools — District Level (continued)



Sample Internet School Reports for 2001 to 2002 Growth

• School Report—Elementary School Example

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Netsite: What's Related

California Department of Education
Policy and Evaluation Division

2001-2002 Academic Performance Index (API) Growth Report School Report

October 17, 2002

School: Big Dipper Elementary
District: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543

[Link to the District List of Schools](#)

School Type: Elementary

STAR 2002 Percent Tested	Number of Students Included in the 2002 API (Growth)	2002 API (Growth)	2001 API (Base)	2001- 2002 Growth Target	2001- 2002 Growth	Met Growth Target			Awards Eligible
						School- wide	Improve- ment (CI)	Both Schoolwide and CI	
95	422	780	777	1	3	Yes	Yes	Yes	No

"N/A" means a number is not applicable or not available due to missing data.
 "**" means this API is calculated for a small school, defined as having between 11 and 99 valid STAR test scores. The API is asterisked if the school was small in either 2001 or 2002. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.
 "A" means the school scored at or above the interim Statewide Performance Target of 800 in 2001.
 "B" means the school is not awards eligible due to adult testing irregularities.

Awards Notes - The "Awards Eligible" column requires at least five points schoolwide growth and at least four points growth for each numerically significant subgroup.

For more details about the displayed information, see the [Explanatory Notes for the 2001-2002 API \(Growth\) Report](#).

Subgroups

	Number of Pupils Included in 2002 API	Numerically Significant in Both Years	2002 Subgroup API for Growth	2001 Subgroup API (Base)	2001-2002 Subgroup Growth Target	2001-2002 Subgroup Growth	Met Subgroup Growth Target
Ethnic/Racial							
African American (not of Hispanic origin)	108	Yes	694	693	1	1	Yes
American Indian or Alaska Native	11	No					
Asian	144	Yes	864	866	A	-2	Yes
Filipino	13	No					
Hispanic or Latino	185	Yes	637	635	1	2	Yes
Pacific Islander	9	No					
White (not of Hispanic origin)	369	Yes	842	842	A	0	Yes
Socioeconomically Disadvantaged	8	No					

"A" means the subgroup scored at or above the interim Statewide Performance Target of 800 in 2001.

Sample Internet School Reports for 2001 to 2002 Growth

• School Report—Elementary School Example (continued)

School Demographic Characteristics

These data are from the October 2001 California Basic Educational Data System (CBEDS) data collection the 2002 Standardized Testing and Reporting (STAR) student answer document, and the STAR Apportionment data collection.

Ethnic/Racial (STAR)	Percent	Parent Education Level (STAR)	Percent
African American (not of Hispanic origin)	1	Percent with a Response*	70
American Indian or Alaska Native	18	Of those with a Response:	
Asian	13	Not a high school graduate	13
Filipino	2	High school graduate	19
Hispanic or Latino	23	Some college	24
Pacific Islander	1	College graduate	29
White (not of Hispanic origin)	42	Graduate school	16
<i>These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.</i>		<i>* This number is the percent of student answer documents with stated parent education level information.</i>	
Participants in Free or Reduced Price Lunch (STAR)	33	Average Parent Education Level (STAR)	Average 3.16
English Learners (STAR)	10	<i>The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."</i>	
Multi-track year-round school (CBEDS)	No		
School Mobility (STAR)	0	Fully credentialed teachers (CBEDS)	Percent 97
<i>This is the percent of students who first attended this school in the current year.</i>		Teachers w/emergency credentials (CBEDS)	8
District Mobility (STAR)	0		
<i>This is the percent of students who first attended this district in the current year.</i>		Enrollment in grades 2-11 on the first day of testing (STAR Apportionment)	Number 511
Average Class Size (CBEDS)		Number of students excused from STAR testing (STAR)	
Grades	Average	Students required to have alternative assessments due to IEP exemptions	26
K-3	19	Students exempted per parent written request	0
4-6	34		
Core academic courses in departmentalized programs	N/A	Number of students tested (STAR)	485

Sample Internet School Reports for 2001 to 2002 Growth

• School Report—High School Example

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Netsite: What's Related

California Department of Education
Policy and Evaluation Division

2001-2002 Academic Performance Index (API) Growth Report School Report

October 17, 2002

School: North Star High
District: Polaris Unified
County: Orion
CDS Code: 98-98765-9876544

[Link to the District List of Schools](#)

School Type: High

STAR 2002 Percent Tested	Number of Students Included in the 2002 API (Growth)	2002 API (Growth)	2001 API (Base)	2001- 2002 Growth Target	2001- 2002 Growth	Met Growth Target			Awards Eligible
						School- wide	Improve- ment (CI)	Both Schoolwide and CI	
94	1,615	586	578	11	8	No	No	No	No

N/A" means a number is not applicable or not available due to missing data.
 "*" means this API is calculated for a small school, defined as having between 11 and 99 valid STAR test scores. The API is asterisked if the school was small in either 2001 or 2002. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.
 "A" means the school scored at or above the interim Statewide Performance Target of 800 in 2001.
 "B" means the school is not awards eligible due to adult testing irregularities.

Awards Notes - The "Awards Eligible" column requires at least five points schoolwide growth and at least four points growth for each numerically significant subgroup.

For more details about the displayed information, see the [Explanatory Notes for the 2001-2002 API \(Growth\) Report](#).

Subgroups

	Number of Pupils Included in 2002 API	Numerically Significant in Both Years	2002 Subgroup API for Growth	2001 Subgroup API (Base)	2001-2002 Subgroup Growth Target	2001-2002 Subgroup Growth	Met Subgroup Growth Target
Ethnic/Racial							
African American (not of Hispanic origin)	265	Yes	516	517	9	-1	No
American Indian or Alaska Native	66	No					
Asian	70	No					
Filipino	97	No					
Hispanic or Latino	495	Yes	504	500	9	4	No
Pacific Islander	11	No					
White (not of Hispanic origin)	494	Yes	652	646	9	6	No
Socioeconomically Disadvantaged	705	Yes	529	519	9	10	Yes

"A" means the subgroup scored at or above the interim Statewide Performance Target of 800 in 2001.

Sample Internet School Reports for 2001 to 2002 Growth

• School Report—High School Example (continued)

School Demographic Characteristics

These data are from the October 2001 California Basic Educational Data System (CBEDS) data collection the 2002 Standardized Testing and Reporting (STAR) student answer document, and the STAR Apportionment data collection.

Ethnic/Racial (STAR)	Percent	Parent Education Level (STAR)	Percent
African American (not of Hispanic origin)	3	Percent with a Response*	91
American Indian or Alaska Native	4	Of those with a Response:	
Asian	16	Not a high school graduate	13
Filipino	8	High school graduate	26
Hispanic or Latino	32	Some college	33
Pacific Islander	1	College graduate	23
White (not of Hispanic origin)	32	Graduate school	5
<i>These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.</i>		<i>* This number is the percent of student answer documents with stated parent education level information.</i>	
Participants in Free or Reduced Price Lunch (STAR)	39	Average Parent Education Level (STAR)	Average
English Learners (STAR)	10		2.80
Multi-track year-round school (CBEDS)	No	<i>The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."</i>	
School Mobility (STAR)	14	Fully credentialed teachers (CBEDS)	Percent
<i>This is the percent of students who first attended this school in the current year.</i>		Teachers w/emergency credentials (CBEDS)	95
District Mobility (STAR)	0		9
<i>This is the percent of students who first attended this district in the current year.</i>		Enrollment in grades 2-11 on the first day of testing (STAR Apportionment)	Number
Average Class Size (CBEDS)			1,719
Grades	Average	Number of students excused from STAR testing (STAR)	
K-3	N/A	Students required to have alternative assessments due to IEP exemptions	10
4-6	N/A	Students exempted per parent written request	0
Core academic courses in departmentalized programs	32	Number of students tested (STAR)	1,615

Sample Internet School Reports for 2001 to 2002 Growth

• School Report—Small School Example

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Netsite: What's Related

California Department of Education
Policy and Evaluation Division

2001-2002 Academic Performance Index (API) Growth Report School Report

October 17, 2002

School: Little Dipper Elementary
District: Polaris Unified
County: Orion
CDS Code: 98-98765-9876545

[Link to the District List of Schools](#)

School Type: Small

STAR 2002 Percent Tested	Number of Students Included in the 2002 API	2002 API (Growth)	2001 API (Base)	2001- 2002 Growth Target	2001- 2002 Growth	Met Growth Target			Awards Eligible
						School- wide Yes	Comparable Improve- ment (CI) Yes	Both Schoolwide and CI Yes	
100	59	748*	722*	4	26	Yes	Yes	Yes	N/A

"N/A" means a number is not applicable or not available due to missing data.
 "*" means this API is calculated for a small school, defined as having between 11 and 99 valid STAR test scores. The API is asterisked if the school was small in either 2001 or 2002. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.
 "A" means the school scored at or above the interim Statewide Performance Target of 800 in 2001.
 "B" means the school is not awards eligible due to adult testing irregularations.

Awards Notes - The "Awards Eligible" column requires at least five points schoolwide growth and at least four points growth for each numerically significant subgroup.

For more details about the displayed information, see the [Explanatory Notes for the 2001-2002 API \(Growth\) Report](#).

Subgroups

	Number of Pupils Included in 2002 API	Numerically Significant in Both Years	2002 Subgroup API for Growth	2001 Subgroup API (Base)	2001-2002 Subgroup Growth Target	2001-2002 Subgroup Growth	Met Subgroup Growth Target
Ethnic/Racial							
African American (not of Hispanic origin)	3	No					
American Indian or Alaska Native	0	No					
Asian	0	No					
Filipino	1	No					
Hispanic or Latino	3	No					
Pacific Islander	0	No					
White (not of Hispanic origin)	36	Yes	777	737	3	40	Yes
Socioeconomically Disadvantaged	14	No					

"A" means the subgroup scored at or above the interim Statewide Performance Target of 800 in 2001.

Sample Internet School Reports for 2001 to 2002 Growth

• School Report—Small School Example (continued)

School Demographic Characteristics

These data are from the October 2001 California Basic Educational Data System (CBEDS) data collection the 2002 Standardized Testing and Reporting (STAR) student answer document, and the STAR Apportionment data collection.

Ethnic/Racial (STAR)	Percent	Parent Education Level (STAR)	Percent
African American (not of Hispanic origin)	1	Percent with a Response*	90
American Indian or Alaska Native	0	Of those with a Response:	
Asian	8	Not a high school graduate	5
Filipino	0	High school graduate	15
Hispanic or Latino	10	Some college	34
Pacific Islander	0	College graduate	29
White (not of Hispanic origin)	81	Graduate school	16
<i>These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.</i>		<i>* This number is the percent of student answer documents with stated parent education level information.</i>	
Participants in Free or Reduced Price Lunch (STAR)	31	Average Parent Education Level (STAR)	Average 3.36
English Learners (STAR)	5	<i>The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."</i>	
Multi-track year-round school (CBEDS)	No		
School Mobility (STAR)	25	Fully credentialed teachers (CBEDS)	Percent 100
<i>This is the percent of students who first attended this school in the current year.</i>		Teachers w/emergency credentials (CBEDS)	0
District Mobility (STAR)	0	Enrollment in grades 2-11 on the first day of testing (STAR Apportionment)	Number 72
<i>This is the percent of students who first attended this district in the current year.</i>		Number of students excused from STAR testing (STAR)	
Average Class Size (CBEDS)		Students required to have alternative assessments due to IEP exemptions	5
Grades	Average	Students exempted per parent written request	0
K-3	19		
4-6	31	Number of students tested (STAR)	60
Core academic courses in departmentalized programs	N/A		

MORE INFORMATION

PSAA Reference Guide to the Internet and CDE Contacts

PSAA REFERENCE GUIDE TO THE INTERNET AND CDE CONTACTS

The 2001–2002 API Growth results will be posted on the California Department of Education (CDE) Web site on October 17, 2002 at <http://api.cde.ca.gov> and at <http://www.cde.ca.gov/psaa/api>. The following provides a list of CDE Internet sites and contact offices related to the PSAA:

Topic	CDE Contact Offices	CDE Web site
PSAA	Policy and Evaluation Division (916) 319-0869 psaa@cde.ca.gov	http://www.cde.ca.gov/psaa
Academic Performance Index (API)	Educational Planning and Information Center, Policy and Evaluation Division (916) 319-0863 epic@cde.ca.gov	http://www.cde.ca.gov/psaa/api
Low Performing Schools:	School Improvement Division (916) 319-0830	http://www.cde.ca.gov/iusp
• Immediate Intervention/ Underperforming Schools Program (II/USP)	School Reform Assistance Office (916) 319-0839	
• High Priority Schools Grant Program (HPSG)	High Priority Schools Office (916) 324-3236	
• Intervention Assistance	Intervention Assistance Office (916) 319-0836	
• Comprehensive School Reform (CSR)	School Reform Assistance Office (916) 319-0839	
API Awards Programs:	Awards Unit, Policy and Evaluation Division (916) 319-0866 awards@cde.ca.gov	http://www.cde.ca.gov/psaa/awards
• Governor's Performance Award (GPA) Program		
• Certificated Staff Performance Incentive Act		
Alternative Accountability System	Educational Options Office, Educational Support Systems Division (916) 322-5012 rbakke@cde.ca.gov (Robert Bakke) or (916) 323-2564 (Heidi Wackerli)	http://www.cde.ca.gov/psaa/asam/